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普通高中教科书
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ENGLISH
选择性必修
第二册
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前 言

《普通高中教科书　英语》是为了适应新时代的发展需要，依据《普通高中英语课程标准（2017年版）》的精神，充分征求广大师生的反馈意见，在《普通高中课程标准实验教科书　英语》的基础上精心修订而成。此次教材修订的主要目的是：全面落实立德树人根本任务，培育社会主义核心价值观，弘扬中华优秀文化，充分体现英语课程工具性和人文性的统一，发展学生的语言能力、文化意识、思维品质和学习能力等英语学科核心素养，充分体现英语学科特殊的育人价值，培养具有中国情怀、国际视野和跨文化沟通能力的社会主义建设者和接班人。

修订后的教材主要具有以下特点：

注重思想引领　教材融入了社会主义核心价值观的基本内容和要求，注重培养学生良好的政治素质、道德品质和健全人格，弘扬中华优秀文化，增强文化自信，引导学生形成正确的世界观、人生观和价值观。

反映时代要求　教材充分反映当代社会发展新变化、科技进步新成果，展示新时代中国特色社会主义新成就，将先进的教育思想和理念融入教材之中，同时紧密结合学生的学习和生活实际，关注信息化环境下学生的发展需求。

强调语言实践　教材以英语学习活动观为指导，以主题为引领，以语篇为依托，通过板块式设计将语言知识与听、说、读、看、写等技能有机整合，强调学习过程和学习策略，突出活动目标，让学生用语言做事情，在实践中培养语言运用能力和创新思维。

突出文化意识　教材通过展示多姿多彩的中外文化来培养学生对中华文化的认同和传承，加深对人类优秀文化的学习和鉴赏；通过让学生分析中外文化异同，发展其多元思维和批判性思维，增强学生跨文化理解和跨文化沟通能力，构建人类命运共同体意识。

激发学习动机　教材以真实性、趣味性、规范性和经典性作为内容选编原则，主题覆盖面广，语篇题材和体裁丰富，活动呈现形式多样，版式设计生动活泼且富有美感，力求激发学生的学习兴趣和动机，引发他们积极思考、主动参与语言实践活动，提升英语学习效率。

满足不同需求　教材编排内容和活动设计既充分考虑学生的共同基础，又兼顾学生不同的能力水平和学习需求，提供了拓展性的教学内容，为教师灵活使用教材进行教学提供了便利，也切实促进学生的个性发展。

本套教材为高中英语教学提供了丰富的教学资源。希望教材能够帮助同学们打下坚实的语言基础，提高英语水平，获得全面发展；同时也希望老师们能够充分利用教材，在实践中不断完善教学，取得良好的教学效果。

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CONTENTS

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UNIT 1 SCIENCE AND SCIENTISTS

To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination and marks real advance in science.

—Albert Einstein & Leopold Infeld

In this unit, you will

1 read about how John Snow defeated "King Cholera".
2 listen to and talk about interesting experiences related to science.
3 write about what makes a great scientist.
4 explore the relationship between science and art.

Look and discuss

1 Where do you think this photo was taken? What are the students doing in the photo?
2 Have you ever been to a place like this? What was it like?
3 Would you like to work in such a field in the future? Why or why not?

Understand the questioning mind

1 Discuss the following stages of scientific research in groups. What order would you put them in?

____ analyse the results ____ ask a question ____ draw a conclusion ____ collect data

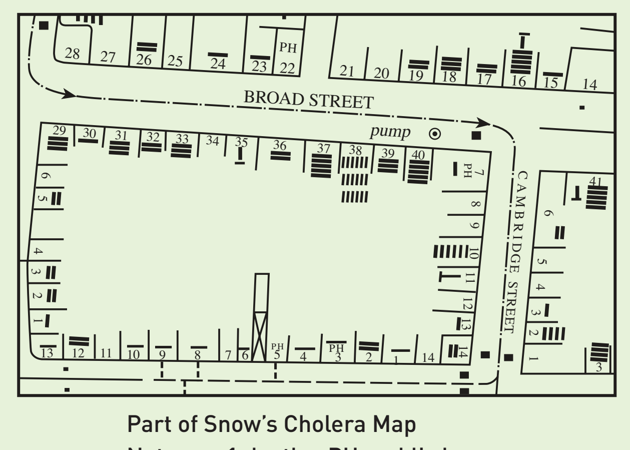
____ find a problem ____ find supporting evidence ____ think of a method

2 Skim the passage to see if the order you decided in Activity 1 was correct.

JOHN SNOW DEFEATS "KING CHOLERA"

Cholera used to be one of the most feared diseases in the world, until a British doctor, John Snow, showed how it could be overcome. This illness causes **severe** diarrhoea, dehydration, and even death. In the early 19th century, when an outbreak of cholera hit Europe, millions of people died from the disease. As a young doctor, John Snow became frustrated because no one knew how to prevent or treat cholera. In time, he rose to become a famous doctor, and even attended to Queen Victoria when she gave birth. However, he never lost his desire to destroy cholera once and for all.

In general, doctors in those days had two **contradictory** theories to explain how cholera spread. One theory was that bad air caused the disease. The other was that cholera was caused by an **infection** from germs in food or water. Snow **subscribed** to the second theory. It was correct, but he still needed **proof**. Consequently, when an outbreak of cholera hit London in 1854, Snow began to investigate. He discovered that in two particular streets the cholera outbreak was so severe that more than 500 people died in ten days. He was determined to find out why.



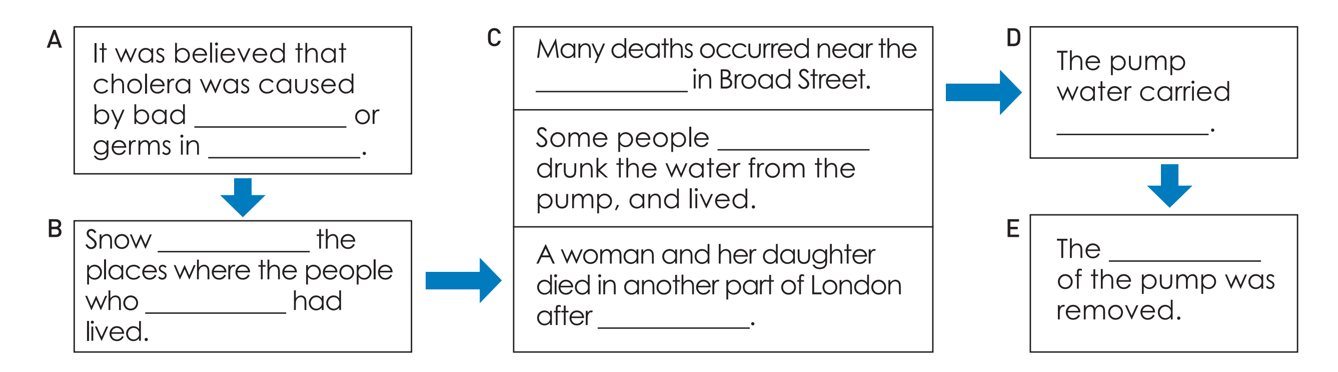
Part of Snow's Cholera Map
Note: —: 1 death PH: public house
30, 31, ...: numbers of houses

Snow began by marking on a map the exact places where all those who died had lived. There were **multiple** deaths near the water pump in Broad Street (especially house numbers 16, 37, 38, and 40). However, some **households** (such as 20 and 21 Broad Street, and 8 and 9 Cambridge Street) had had no deaths. These people worked in the pub at 7 Cambridge Street. They had been given free beer, and so had not drunk the water from the pump. Snow **suspected** that the water pump was to **blame**. What is more, in another part of London, a woman and her daughter had died of cholera after moving away from Broad Street. It seemed that the woman liked the water from the pump so much that she had it delivered to her house every day. As a result of this evidence, John Snow was able to announce that the pump water carried cholera germs. Accordingly, he had the **handle** of the pump removed so that it could not be used. Through this **intervention**, the disease was stopped in its tracks.

The truth was that the water from the Broad Street pump had been infected by waste. Moreover, Snow was later able to show a **link** between other cases of cholera and the different water companies in London. Some companies sold water from the River Thames that was polluted by **raw** waste. The people who drank this water were much more likely to get cholera than those who drank **pure** or boiled water.

Through Snow's tireless efforts, water companies began to sell clean water, and the threat of cholera around the world saw a **substantial decrease**. However, cholera is still a problem. Each year, millions of people around the world get cholera and many die from it. Fortunately, we now know how to prevent cholera, thanks to the work of John Snow. Moreover, in his use of maps and **statistics**, Snow **transformed** the way scientists study diseases. For this reason, Snow is considered the father of modern epidemiology.

3 Read the passage again and complete the chart below.



4 Match the following headers with the letters from the chart above. Write A–E in the blanks.

1 conclusion ____ **2** evidence ____ **3** process ____ **4** solution ____ **5** theories ____

5 Write out the questions according to the answers.

1 **Q:** What ____?

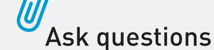
A: Snow thought that cholera was caused by germs in food or water.

2 **Q:** Why ____?

A: Snow had the handle of the pump removed so that it could not be used.

3 **Q:** How ____?

A: The cholera threat was defeated thanks to the work of John Snow.



Ask questions

One way to approach a reading passage is to ask questions about it. Asking questions can help you understand the content. It can also help you think more deeply about the topic.

6 In groups, discuss the following questions.

1 What was the most important tool Snow used to defeat cholera? What common medical tools, e.g., a **microscope**, didn't he use? Why?

2 How has John Snow's work affected our daily lives?

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Build up your vocabulary

1 Find the words from the previous pages with the following prefixes or suffixes. Then add two words for each prefix or suffix, and explain their meanings.

Prefix	Words	Prefix	Words	Suffix	Words	Suffix	Words
re-		micro-		-ory		-ial	
dis-		trans-		-ion		-ology	

2 Make phrases by combining the words in the left box with those on the right. Then complete the sentences using these phrases.

subscribe suspect blame link

to of for

1 Many scientists ___________ the view that it is human activity that has caused global warming.
2 He was to ___________ the accident because he drove on the wrong side of the road.
3 The man ___________ being behind the robbery was seen crossing the street.
4 Since heart disease is often ___________ our lifestyle choices, we need to make healthy living an important part of our lives.

3 Replace the underlined parts with suitable words from the box.

raw a household name substantial statistics handle

1 It is not unusual for an athlete to be well-known while he is active, and quickly forgotten when his athletic career is over.
2 I'm sure she'll deal with the changes very well because she's very adaptable.
3 He was ready to serve dinner to his friends when he realised that he had forgotten to turn on the oven and the meat was not cooked yet.
4 He used his great influence to change the **thinking** of the scientific community on this issue.
5 Scientists have collected more data than expected to prove the theory.

4 Read this passage about medical science. Complete it using the words below.

infection multiple decrease severe transform proof blame substantial

British scientists believe they may have found a way to fight the common cold. It blocks a key **protein** in the body's **cells** that is to ____________ for the spread of cold-causing **virus**. Targeting the host rather than the ____________ was a bit non-traditional but made sense because it was tricky to target the virus. Cold-causing viruses are not only of ____________ kinds, they also ____________ rapidly, meaning they can quickly develop resistance to medicine. Researchers are working on making a form of medicine that can be taken directly into one's lungs, to ____________ the chance of side effects. Though these scientists have made ____________ advances in their research, further ____________ is needed to make sure such drugs are not so ____________ that they harm the body.

Discover useful structures

1 **Underline all the examples in the reading passage where noun clauses are used as the predicative. Then state their meaning and functions.**

2 **Answer the following questions using the information from the reading passage as well as the predicative clauses.**

EXAMPLE

What was it that John Snow showed to the world?

What John Snow showed to the world was how cholera could be overcome.

1 What was Snow's discovery in two particular streets in London?

Snow's discovery in two particular streets in London was that ______________________.

2 What was Snow determined to find out during the 1854 outbreak of cholera in London?

What Snow was determined to find out was why ______________________.

3 What were the exact places Snow marked on the map?

The exact places Snow marked on the map were where ______________________.

4 What was the **finding** that Snow announced?

Snow's finding was that ______________________.

3 **David is talking to Maria about their scientific research project. First complete David's lines (A–E), using the words in the box. Then put David's lines in the correct order and practise the conversation.**

as if	that	what	who	when	how	why	whose	which	whether

A Absolutely. You may not believe it, but that was __________ happened at the **initial** stage of our group's research on developing a vaccine for malaria.

B Yes, it is. And it seemed __________ all the theories were useful, but the fact was __________ we couldn't persuade one another that one theory was better than another.

C Exactly. The problem was not about __________ all our theories were equally good, but in deciding __________ theory to depend upon.

D We realised that what we cared about was not __________ aspect we needed to develop a theory in, but rather __________ we can reduce the cost of a vaccine without reducing its effect!

E You're right. At last, we became focused on the key issue, which was __________ we had to carry out the research in the first place.

Maria: This mix of theory and data is one of the key characteristics of what we call science.

David: *A* ____

Maria: With your theoretical framework?

David: ____

Maria: Deciding on a theory is definitely of critical importance.

David: ____

Maria: This was when you should have calmed down and got down to doing some **solid** work.

David: ____

Maria: So what happened in the end?

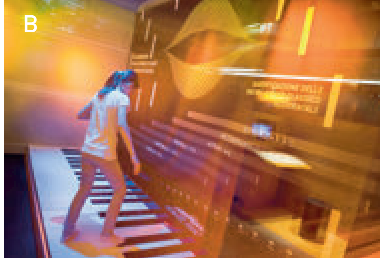
David: ____

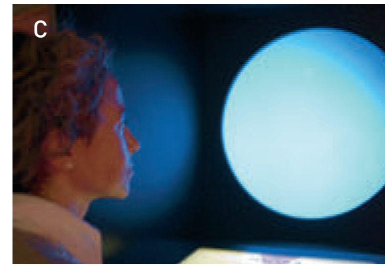


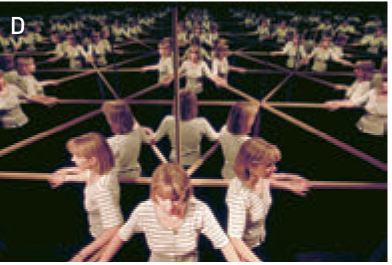
Talk about scientific experiences

1 Look at the photos below, and discuss in groups what these activities have to do with science.











2 The photos above are related to the conversation you will hear. Using the photos, try to predict the answers to the following questions.

1 Where are the people in the conversation going to go?

2 What kind of place is it, and what does it focus on?

3 What kinds of things can you do there?

> **Predict by using pictures**
>
> One way to get more out of your listening is to predict what you will hear. Using the pictures provided and the knowledge you already have, you can guess the kinds of information you should listen for. At times, you may even be able to guess exactly what will be talked about. This will help you focus better when listening, making your listening more effective.

3 Listen to the conversation and see if your answers for Activity 2 are correct. Then write down the letters (A–E) for the photos in the order that you hear them described.

1 ________ 2 ________ 3 ________ 4 ________ 5 ________

4 Listen again and complete the descriptions of the photos above.

Photo A: A giant dish; when you speak into it, it ______________ the sound back and ______________. You can use it to speak in a ______________ to someone 17 metres away.

Photo B: A giant ______________ that you can use your feet to play. Instead of playing the sounds of a piano, it plays the voices of ______________.

Photo C: You look at a blue screen for a while, and then suddenly you can see ________ ________ moving around on it. These are our ______________.

Photo D: A ______________ where you can see yourself reflected thousands of times.

Photo E: You stand in front of ______________, and it **casts** different **shadows** of you, in ______________ the **rainbow**.

5 **Discuss the following questions in groups.**

1 The conversation is about the City of Science and Industry, a museum in Paris. Would you like to go to this museum? Why or why not?

2 Are there any museums like this in China? What other interesting museums are there?

6 **In groups, choose one of the museum activities on the previous page or brainstorm another scientific research or experiment that you are interested in.**

7 **Make a short presentation to the class about your choice. Use the example and useful phrases below to help you.**

EXAMPLE

Today, I want to talk to you about a very strange phenomenon called a non-Newtonian fluid. You can make it easily using equal parts of water and cornflour, like I have here. A non-Newtonian fluid is strange because you can **pour** it like a liquid, but if you put any pressure on it, it suddenly becomes hard as **concrete**. In fact, it becomes hard enough to stand on. Then, as soon as you take the pressure off, it becomes a liquid again. This shows that it is possible that something can exist as a liquid and a solid at the same time.

Talking about scientific phenomena

... can/cannot exist in the form of a solid/gas and a liquid/plasma ...
... is both a ... and a ... at the same time ...
how light/sound is reflected ...
... the existence of other ...
This occurs when ...
If you ..., it will become ...
That demonstrates ...
This experiment/research shows ...
Through this, we know that ...
We can prove that ...
This evidence proves ...

Write about what makes a great scientist

1 **Read the texts and decide if the statements are true (T) or false (F).**

THE FATHER OF CHINA'S AEROSPACE

Perhaps no other scientist has had a greater impact on China's aerospace science than Qian Xuesen. Described by the authors of the *Story of Qian Xuesen* as a man with "great scientific thought and scientific spirit" who was patriotic and served his homeland with effort, achievement, and devotion, Qian was an extremely well-respected man.

Born in Shanghai in 1911, Qian attended schools in Beijing and then entered Shanghai Jiao Tong University to study Railway Mechanical Engineering. However, after the Songhu Battle broke out in 1932, Qian made the decision to switch his major to aviation because he realised that China needed its own powerful air force to protect and **defend** the country.

Qian went to the United States in 1935 to pursue his graduate studies. Over the course of the 1930s and 1940s, Qian became a pioneer in American jet and rocket technology. As a graduate **assistant** at the California Institute of Technology during the 1930s, Qian helped conduct important research into rocket propulsion,



and in the 1940s, he and several other people founded the Jet Propulsion Laboratory, now one of NASA's leading space-exploration centres.

After overcoming some difficulties during his final few years in the US, Qian returned to China in 1955. He received a hero's welcome from his homeland and was put in charge of not only developing China's rocket science but also its space and **missile** programme. At that time, China was poor and its rocket science was undeveloped. No institute or university in China offered rocket science as a major, and there were no talents or experts in this field in China. Nevertheless, Qian did not let that discourage him from taking on the challenge. When he was asked "Can we Chinese possibly make missiles?", his reply was a determined "Why not? We Chinese are able to make the same things that other people make."

Under Qian's **leadership**, China developed the Dongfeng missiles, followed by the first generation of Long March rockets. In 1970, China successfully launched its first man-made satellite, Dong Fang Hong I, from a Long March rocket. Because much of the technology behind the Shenzhou spacecraft can also be traced back to Qian's research, Qian earned the name of "the father of China's aerospace".

Qian read a lot and was extremely knowledgeable, especially in the area of frontier science research. However, what might have made him such an **outstanding** and creative scientist was probably his strong interest in other things, such as music and drawing. His deep appreciation for art often gave him inspiration in his scientific research.

On 31 October 2009, the whole country was saddened by Qian's death, and people honoured and remembered him in different ways.

A WORLD OF PURE THOUGHT

Stephen Hawking was one of the most famous and **gifted** scientists in physics. Most people are familiar with images of him in his wheelchair, unable to move and using a computer to talk. Since he came down with a disease which caused him to lose the use of most of his muscles, his world became one of **abstract** thought.

Hawking first achieved fame when he was still healthy enough to walk, as a graduate student in physics at Cambridge University in 1964. In general, there were two main theories on the origin of the universe. The first was the steady state theory, which holds that the universe has no beginning or end. The other was the big bang theory, which holds that the universe began at a single point in time and space. The biggest champion of the steady state **concept** was Fred



Hoyle, a professor at Cambridge. During the question and answer period after one of Hoyle's lectures, Hawking stood up and pointed out that Hoyle had made a mistake in his maths. Once

the maths was corrected, it showed that the big bang theory—and not the steady state theory—was true. Hawking's own work on the big bang theory was soon proven by **astronomers** with telescopes. A star was born.

So, what made Stephen Hawking a genius? Besides being **brilliant**, he was brave, though sometimes careless in what he said or did. He was willing to say what others were afraid to say, and to dream of what others were afraid to dream about. Furthermore, he was quite determined. This had helped him as a scientist, and had helped him even more in his fight against his disease. Above all, Hawking was willing to admit his **faults**. This odd combination of characteristics had made him one of the greatest thinkers of the 20th and 21st centuries.

1 Qian changed his major because of a **shift** in personal interest. T ☐ F ☐
2 Qian's strong interest in art has a positive impact on a scientist's development. T ☐ F ☐
3 When Hawking was young, almost everyone believed that the universe began with a big bang. T ☐ F ☐
4 Because Hawking was determined, he was able to succeed even though he was ill. T ☐ F ☐

2 Answer the questions below using the information from the texts.

1 Why is Qian called "the father of China's aerospace"?
2 How was Hawking's own theory proven correct?

3 Study the language and structure.

1 Underline the linking words and phrases in the passages, and describe their function.
2 What is the function of each paragraph in the passages?
3 Find words that describe the personalities of the scientists. How do the stories about the scientists help illustrate these personalities?

4 Write an essay about the scientific spirit.

1 In groups, discuss some stories about great scientists.
2 Using these stories as a basis, discuss the following questions:
- Apart from being clever, what are the most important personal qualities a scientist must have to be successful?
- How do these stories illustrate the scientific spirit?

3 Now work by yourself to write an essay about the scientific spirit.

5 Exchange your draft with a partner. Use this checklist to help you revise the draft. Then take your draft back and revise it using your partner's comments.

✓ Does the writer explain clearly the personal qualities that make up the scientific spirit?
✓ Does the writer give examples from the lives of the scientist(s) to illustrate the points?
✓ Does the writer describe the personality of a great scientist?
✓ Does the writer use appropriate linking words and phrases to tie the ideas together?
✓ Does the writer use separate paragraphs, each with its own function?

6 Put up your essay in the classroom or read it to your class.

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Assessing Your Progress

1 Complete the passage with the correct forms of the words below.

brilliant solid microscope finding contradictory gift astronomer theory

The scientist's main task is to discover how things work in the universe. But few scientists have placed themselves under the __________. So even though the __________ scientific method, which mainly includes hypotheses, data collection, and statistical analysis, is written down, the method by which scientists come to __________ conclusions is hard to identify. Two of the essential qualities a scientist needs to have seem to be curiosity and creativity. People who are curious usually have a mixture of seemingly __________ desires: They are looking for originality and yet they also want everything in its proper place. To settle the conflict between statistics and __________, scientists often have to be creative, and think outside the box—approach the problem from different directions. They must have a **vivid** imagination and a strong intuition in order for new __________ to be made. It echoes something the __________ Carl Sagan once said. He believes that every child "starts out as a scientist" and every child is __________ with the "sense of wonder and awe".

2 Fill in each blank with a word or expression that introduces a predicative clause.

Science is simply __________ you can do. And doing science makes you a scientist! So, what do scientists do? Actually, what matters is not only __________ they observe in the world around them and what questions they ask, but also __________ they use evidence or data to answer the questions. They identify useful data and take new measurements. Some of the key issues that scientists face are __________ calculations they do and __________ they analyse their data to draw conclusions about the questions they ask. The final issue, which many believe to be the most important, is __________ they need to communicate their results. This is __________ they want everyone to benefit from their work! It seems __________ science is all around us. You see, by doing science, scientists get a better understanding of the world around them and share that understanding with the whole world.

REFLECTING

- What new ideas did you learn about science and scientists from this unit?
- What new vocabulary and structures did you learn in this unit? How well can you use them? Did you use any of them in your language activities?
- Do you think the "asking questions" strategy was useful in understanding the texts?
- What problems did you or your friends have with this unit? How did you solve the problems? What advice did you give each other?
- Overall, I thought this unit was ◯ inspiring ◯ interesting ◯ so-so ◯ difficult.



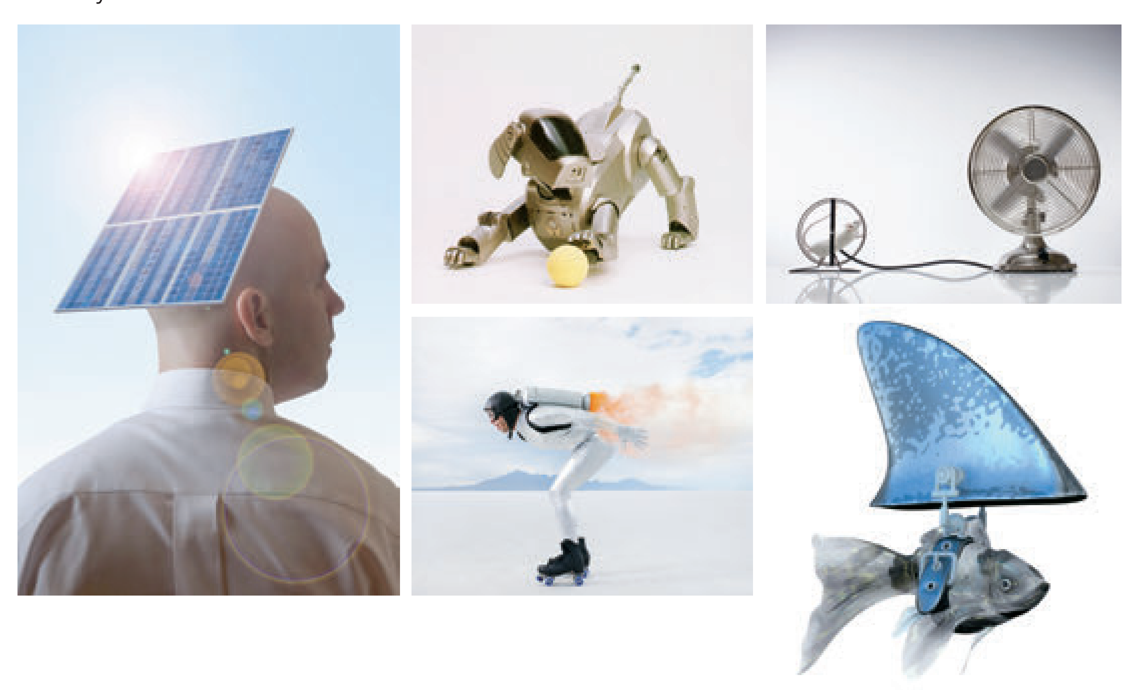
*Project: Think outside the box

Most great scientists have the ability to see the world in ways that other people do not, and to come up with new ideas that other people have never thought of. In many cases, this has caused other people to think that they are crazy at first. However, that thinking ability is important to their creative process.

In this project, you are going to create an unusual invention.

1 Discuss these questions in groups.

- What is the purpose of each invention?
- Why is the invention unusual?



2 Choose one of the inventions, and brainstorm as many reasons as you can to explain how and why the invention is useful.

3 Divide the following tasks within your group:

- write down ideas for the invention
- serve as the presenter for the product/invention
- make props and pictures for the invention

4 Create your product and present it to your class.

EXAMPLE

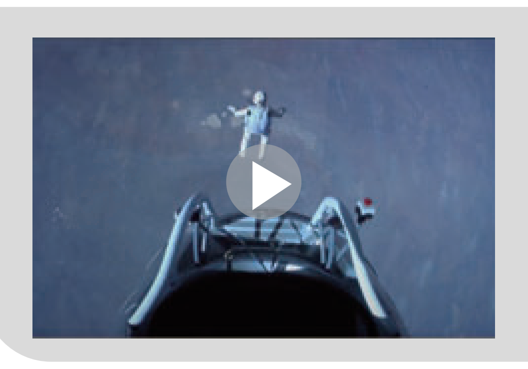
Presenter: Does your goldfish suffer from low self-confidence? Is he afraid to go out into deep water? Do female goldfish refuse to return his calls? Then you can buy him our new Goldfish Shark-Fin! For just 999 yuan, you can turn your goldfish into a real go-getter!

Woman: Since I bought the Goldfish Shark-Fin for my Henry, he has turned into a new fish! Now he swims with the big fish! I'm so proud of him!

Presenter: You too can change the life of your fish! For just 999 yuan! Hurry! Buy it today!

5 As a class, vote on the best product/invention.

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Why Is It Important to Explore?

Some scientists, researchers, and explorers were asked the question, “Why is it important to explore?” This video gives their answers.

BEFORE YOU WATCH

What do you think you will see in the video? Tick the items that you think will be mentioned.

☐ airplane	☐ butterfly	☐ city	☐ computer
☐ diver	☐ frog	☐ horse	☐ polar bear
☐ ship	☐ submarine	☐ volcano	☐ whale

WHILE YOU WATCH

1 Check your answers from Before You Watch.

2 Complete these quotes with the words you hear in the video.

1 Emily Ainsworth: “It’s part of human nature to ______________ and to ______________ about the world.”

2 Juan Martinez: “It’s where you find ______________, where you find new things, ______________.”

3 Lee Berger: “We think we know ______________, but we don’t. We think we know ______________, but we don’t. We think we understand ______________, but we don’t.”

4 Catherine Workman: “ ______________ what’s out there, ______________ what’s out there.”

5 Cory Richards: “And if we have more to care about, then we engage more fully ______________ and more fully ______________, and we act—you know—______________.”

3 Match the descriptions on the left with the words on the right.

1 a first flight	A fish
2 used to explore an inaccessible place	B frog
3 a new species	C polar bear
4 eight new species	D butterfly with a tag
5 a natural alarm clock	E drone

AFTER YOU WATCH

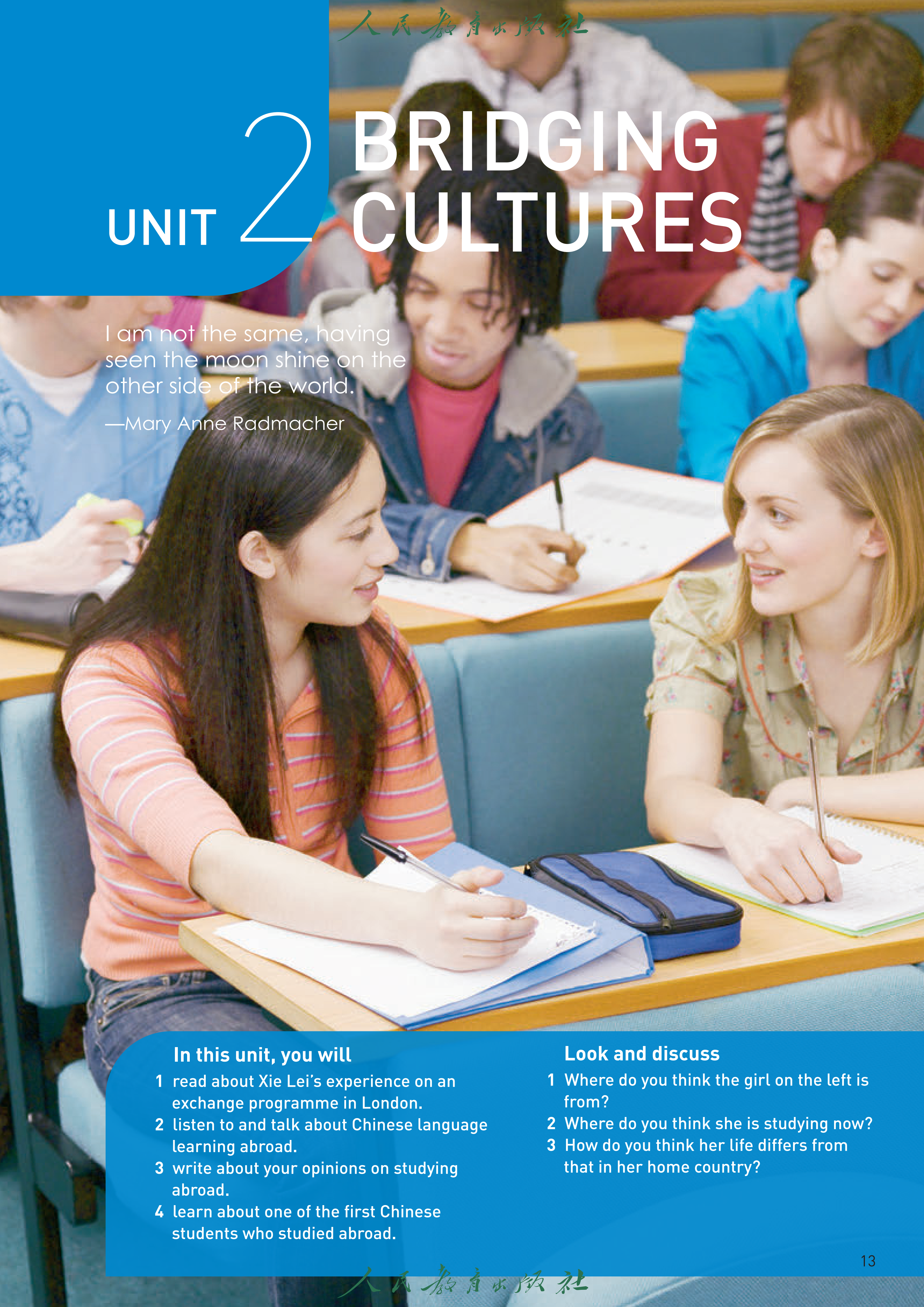
Discuss the following questions in groups.

1 Of the explorations in the video, which seems the most important? Which seems the most interesting? Why?

2 Why is it important to explore, in your opinion?

3 How would you like to explore our world? Why?

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UNIT 2 BRIDGING CULTURES

I am not the same, having seen the moon shine on the other side of the world.

—Mary Anne Radmacher

In this unit, you will

1 read about Xie Lei's experience on an exchange programme in London.
2 listen to and talk about Chinese language learning abroad.
3 write about your opinions on studying abroad.
4 learn about one of the first Chinese students who studied abroad.

Look and discuss

1 Where do you think the girl on the left is from?
2 Where do you think she is studying now?
3 How do you think her life differs from that in her home country?

Reading and Thinking

Read about Xie Lei's experience on an exchange programme

1 **Before you read, look at the title and picture below. Where do you think this article is from? What do you think the article is about?**

2 **Read the article and work with a partner to analyse the structures in the underlined sentences. Use the tip for help.**

> **Understand long sentences**
>
> English structures are different from those in Chinese, but you can figure out what a long sentence means by following a few simple steps.
>
> 1 Decide if the sentence is compound (look for *and*, *but*, *or*, etc.) or **complex** (look for *who*, *when*, *where*, etc.).
> 2 Find the main clause if it is a complex sentence.
> 3 Look for modifiers.

"WELCOME, XIE LEI!"

BUSINESS STUDENT BUILDING BRIDGES



Six months ago, 19-year-old Xie Lei said goodbye to her family and friends and boarded a plane for London. It was the first time that she had left China. "I was very excited but also quite nervous. I didn't know what to expect," Xie Lei **recalled**.

Xie Lei is studying for a business **qualification** at a university in China and has come to our university on a year-long exchange programme. "I chose the exchange programme because I wanted to learn about global business and improve my English. My **ambition** is to set up a business in China after graduation," she explained.

At first, Xie Lei had to adapt to life in a different country. "You have to get used to a whole new life," she said. "I had to learn how to use public transport and how to ask for things I didn't know the English names for. When I got lost, I had to ask passers-by for help, but people here speak fast and use words I'm not familiar with. I ask them to repeat themselves a lot!"

Although some foreign students live in campus accommodation, Xie Lei chose to live with a host family, who can help with her **adaptation** to the new culture. "When I miss home, I feel **comforted** to have a second family," Xie Lei said. "When there's something I don't know or understand, I can ask them. They are also keen to learn about China. Laura, the daughter of my host family, wants to study in China in the future. We take turns to cook each evening. They really love my stir-fried tomatoes and eggs! Laura says she always feels hungry when she smells it, so I taught her how to cook it, too."

Another challenge for Xie Lei is the academic requirements. The first time that she had to write an essay, her tutor explained that she must acknowledge what other people had said if she **cited** their ideas, but that he mainly wanted to know what she thought! Xie Lei was confused because she thought she knew less than other people. Her tutor advised her to read lots of information in order to form a wise opinion of her own.

Xie Lei also found many courses included students' participation in class as part of the final result. Students need to generate ideas, offer examples, apply concepts, and raise questions, as well as give **presentations**. At first, Xie Lei had no idea what she should say, but what surprised her was that she found herself speaking up in class after just a few weeks. "My presentation on traditional Chinese art was a great success, which boosted my confidence," she said. "I'll use these skills back home for presentations. They'll help me build a strong business in the future."

Now halfway through her exchange year, Xie Lei feels much more at home in the UK. What seemed strange before now appears quite normal to her. "**Engaging** in British culture has helped," she said. "As well as studying hard, I've been **involved** in social activities. British people are fascinated by our culture and eager to learn more about it, so I'm keen to share my culture with them. While I'm learning about business, I'm also acting as a cultural messenger building a bridge between us."

We will follow Xie Lei's progress in later editions, but for now, we wish her all the best.

3 Why did Xie Lei have the following feelings during her year studying abroad? Make sentences using "Xie Lei felt/feels ... because ..." according to the article.

excited   nervous   comforted   confused   surprised   confident   feel at home

4 Take notes on what you read in the article by filling in the table.

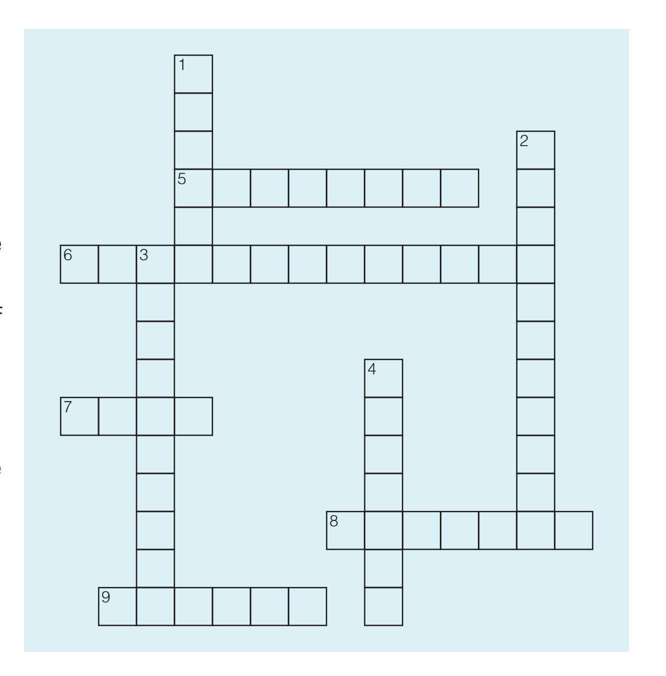
	Challenges	What Xie Lei did
Daily life	adaptation to a whole new life	learnt to ________; learnt to ________; asked for ________
	loneliness	lived with ________
Academic requirements	writing an essay	got help from ________; ________ a lot to prepare
	participating in ________ and giving ________	gave a presentation on ________

5 Discuss the following questions in groups.

1 Why did Xie Lei choose the exchange programme?
2 Why has Xie Lei got involved in social activities?
3 How has Xie Lei helped to build bridges between China and the UK?
4 What other challenges do you think students studying abroad might face? How can students prepare to handle these challenges before going abroad?

Build up your vocabulary

1 Think of a word that best fits each definition and complete the crossword puzzle.



1 to remember sth
2 to accept, admit, or recognise sth or the truth/existence of sth
3 the process of changing sth or yourself to suit a new situation
4 to make sb feel less worried or unhappy
5 a strong desire to achieve sth
6 an exam you have passed or a course you have successfully completed
7 to mention sth as an example
8 containing many different parts and often difficult to understand
9 to be actively involved with sth

2 Complete the sentences with the correct forms of the words from the unit. The first letter of each word is given.

1 Despite his poor living conditions, he remained actively e____________ in his scientific research.
2 As an outgoing girl, she was always ready to p____________ in the activities her college offered.
3 Actively getting i____________ in various social activities is the best way to overcome culture shock.
4 "I used to study in this university twenty years ago, and there were not many international students then," my tutor r____________.
5 A____________ to a new culture can be difficult. However, you need to step out of your comfort **zone**. Remember: When in Rome, do as the Romans do.

3 Complete the passage with the correct forms of the words in the box. How did the student's life change when studying abroad for the first time?

ambitious	recall	qualification	accommodation	feel at home

A year ago, I came to the University of Birmingham to obtain a business ____________. Since then I've been living in university ____________ with other international students, which allows me to meet people from diverse cultural backgrounds.

The first few weeks there were absolutely overwhelming because everything was so different compared to things back home. I felt confused and lost. I also suffered from homesickness, ____________ all sorts of things back home—from my mother's cooking to the neighbour's dog I used to walk.

Gradually, I adapted to my new life as an international student. I got familiar with the place—the local shops, clubs, and parks. I made friends and became more confident in my studies day by day. I started ____________ in this new environment. I became more motivated, and I'm also a lot more ____________ now! I feel that coming here was the best decision I have ever made.



Discover useful structures

1 Study the sentences below and mark the noun clauses. What is the function of each noun clause in the sentences?

1 What seemed strange before now appears quite normal to Xie Lei.
2 What surprised Xie Lei was that she found herself speaking up in class after just a few weeks.
3 It's important that Xie Lei keeps a balance between her studies and her social life.

2 Combine each pair of sentences using the words in brackets.

1 The advisor talked about maintaining reasonable **expectations** when studying abroad. His words were quite helpful to May. (what)
2 Students have to write countless research papers as part of their coursework. This was not something that Chen Hao was ready for. (that)
3 Who will be the successful **applicant** for the summer job at the law **firm**? This is the question. (who)
4 **Exposure** to another culture and its people can give exchange students great **insights** into the world. This is an advantage of studying abroad. (that)
5 Schools in the States are quite multicultural, with students and teachers from many different ethnic backgrounds. This impressed Liu Yang. (It … that)
6 Should she stick to her own way of life or follow the American way? This is her confusion. (whether)

3 Complete the passage with A–D from the box. What other things do you think might attract international students to China?

A that he enjoys being with Chinese people
B How he can learn to appreciate it more deeply
C What impressed him first
D that people can eat almost everything with chopsticks



After just a few months in China, Leon, an exchange student from Germany, says that he has fallen in love with Chinese culture. ____________________ was the Chinese food. He couldn't believe how many different kinds of Chinese food there are! Something else he found impressive was ____________________. Then there's China's colourful culture, from art to music, and from calligraphy to literature. ____________________ remains an important goal for him, as he is truly fascinated by it. Leon is also amazed by the convenience of cashless payments in China. He can go outside without any need for cash—all he needs is his mobile phone! The biggest reason why he loves China, however, is ____________________. He has made great friends here—friends that he will still remember long after his **departure**.

4 Work in pairs and take turns to talk about Xie Lei's experience by completing the following sentences with your own words.

1 That … made Xie Lei confused at first.
2 It surprised Xie Lei that …
3 What Xie Lei's tutor wanted to say was that …
4 The motivation for Xie Lei to study abroad was that …

Talk about Chinese language learning abroad

1 Before you listen, talk with your partner.

1 What do you know about Chinese language learning abroad?
2 How do people from other countries find out about Chinese culture?

2 Listen to the conversation and answer the following questions.

1 Where does this conversation take place?
2 Who are the people speaking?
3 What are they talking about?



Pay attention to the setting

When you listen, always ask yourself, "Where is this probably happening?" Understanding the setting will help you understand the type and content of the communication more clearly.

3 Listen again and take notes by filling in the poster below.

Welcome to the Confucius Institute.
Learn to __________ and all about __________!

Our institute has grown! We started with __________ but now we have many more.

It is a centre for __________. You can learn and practise fascinating Chinese traditions.

Knowledge of the Chinese language and culture is important because of increasing __________. Many students go on to great jobs in __________.

Join us today to help break down language and __________, and bring the world together!

4 Answer the questions according to what you remember of the conversation.

1 What made Aisha feel like she was part of Ms Hu's family?
2 Why did Aisha want to become a teacher?
3 Why do students learning Chinese see it as beneficial to their future?

5 Imagine you're interviewing a student at a Confucius Institute in another country about his or her experience. Work with a partner to brainstorm what the interviewer might ask and how the student might answer. Then role-play the interview. Use the phrases and questions in the box to help you.

Interviewing someone

We are pleased to welcome …	What was your biggest challenge?
Thanks for joining us.	How did you overcome it?
Tell us more about …	What are you keen on?
Thanks for your time.	What is the key to your success?
It was a pleasure talking with you.	What do you feel is your biggest achievement?

EXAMPLE

A: Hi, Jane. Welcome to the show!

B: Thanks for inviting me.

A: Tell us, what was your biggest challenge in learning Chinese at the beginning?

B: Well, I suppose it was difficult to **grasp** the tones at first.

A: I bet! Did joining the Confucius Institute help overcome this problem?

B: Absolutely! Getting involved with Chinese cultural activities there definitely helped a lot ...



Pronunciation

1 Read the conversation and answer the questions: What problem is Lu Yao having? What may be the cause of the problem? How can he solve his problem?

Lu Yao: Excuse me, Miss Conner. I'm having a problem with this English listening task. Some words are pronounced really fast and sound different.

Miss Conner: Oh, let me listen ... Yes, that's probably because the words are not being stressed. You see, English is a stress-based language.

Lu Yao: So does this mean I need to know which words are stressed and which are not?

Miss Conner: Yes, I'm afraid so. English words have a strong form and a weak form. Words like pronouns, articles, prepositions, and so on are often not stressed. So we usually use the weak form for them when we speak.

Lu Yao: Oh no. When I speak, I worry people won't understand me, so I always try to pronounce all my words really clearly. No wonder my classmates say I sound like a robot!

Miss Conner: Oh dear! Well, I suggest you pay more attention to the weak forms. For example, in the sentence "Are you studying hard?", the words "are" and "you" are pronounced as /ə/ and /jə/.

Lu Yao: Oh, I get it. Thanks, Miss Conner.

Miss Conner: You're welcome. I also suggest you watch some movies and study how the weak forms are used.

Lu Yao: That's great advice, Miss Conner! I'm going to watch a movie right now. Thanks again! Bye!

2 Listen to the conversation above and underline the weak forms the speakers used. Then practise the conversation with your partner.

Express your opinions on studying abroad

1 A local newspaper has invited parents to share their opinions about studying abroad. Read these two letters and underline each writer's main points. Then mark the reasons for their opinions.

STUDYING ABROAD: IS IT A GOOD OR A BAD IDEA?

Dear Editor,

In the past few decades, there has been a **dramatic** increase in the number of people studying abroad. Although studying abroad can bring great benefits, I think the disadvantages for young people are greater.

To begin with, many students who study abroad face great economic pressure. That means studying abroad is just not possible for everyone. Tuition fees and living **expenses** are much more expensive than at home and could end up costing most families an arm and a leg. Studying in China is much more convenient and can help save money.

Another important factor to consider is the tremendous pressure that comes with studying abroad. Students must learn how to live in an unfamiliar environment with limited language skills. Some may struggle and suffer from culture shock when learning how to **behave** in new surroundings. Other students are not **mature** enough to handle the challenges by themselves and may become depressed. Some students might even encounter problems with personal safety. In addition, different approaches to teaching and learning may come as a shock to many students.

A final point to consider is that while studying abroad does have potential benefits, young people who study in China also have a great future to look forward to! As China has boomed, the educational environment has improved significantly, with many great universities now available. They have great facilities and outstanding professors, helping to educate young people who will contribute to the economy and further **strengthen** our country.

To sum up, one cannot **deny** the fact that studying abroad has its disadvantages, so when you think about studying abroad, you should consider these many factors.

Kind regards,
Wang Li (*mother of twin girls*)

Dear Editor,

Is studying abroad a good idea or not? There are certainly disadvantages, but in my opinion, the advantages are much greater. As I always tell my son, there are no great difficulties for a person who is brave, **optimistic**, and willing to work hard!

The first advantage of studying abroad is personal growth. The education you **gain** and the experiences you have will change you for the better. For example, you will certainly become more independent because you will have to deal with all kinds of difficulties by yourself. Studying abroad also helps you to gain a global perspective and improve your general **competence**.

Another advantage is the increased chance for cultural exchange. Chinese students can be seen as cultural envoys promoting friendship between nations. International students in China also bring their colourful cultures here. **Cooperating** with people from diverse cultural backgrounds helps us view the world from different **angles** and thus gives us more insight into our own culture.

Finally, studying abroad provides a great opportunity to contribute to the development of our motherland. China's global outlook, with projects such as the **Belt** and Road **Initiative**, has helped us make connections across the world. Therefore, China needs more talented young people with a global perspective who are highly competent with languages, have leadership and organisational skills, and have strong cultural awareness. Students who study abroad will develop such skills and abilities, and these in turn will provide them with better career opportunities.

All in all, studying abroad helps to build character and increase people's understanding of cultural diversity while strengthening China and building a shared future for all. I think this life-changing experience is certainly worthwhile, and I hope my child will study abroad in the future.

Sincerely yours,
Zhang Yi (*father of one boy*)

2 Read the letters again and then use the connectors in the box to rewrite the sentences below.

as a result	besides	for instance	that is to say

1 Students who want to study abroad must consider their parents' **budget**. They should think about whether they can afford the costs of studying overseas.

2 Studying abroad can put great pressure on young people. They may feel lonely and miss their families.

3 Studying abroad will give students a good education. It also helps them to gain a global perspective.

4 Global development strategies help to make connections between China and the rest of the world. Young people with language skills and strong cultural awareness are needed.

3 Discuss the following questions with your partner.

1 What are some other advantages or disadvantages of studying abroad that were not mentioned in the letters?

2 Which parent would you probably side with? Why?

4 Analyse the argumentative letters.

1 Mark the parts of the argument in the letters.

A Start with a question or a fact.

B State an opinion.

C Give reasons and evidence to support an opinion.

D State a conclusion.

2 Underline the connectors in the letters. Then study the words in the boxes below.

Use connectors

When you write an argumentative piece, use connecting phrases to lead readers through your process of reasoning. Good **logical** connectors will help your audience understand your point of view, whether they agree with you or not!

Connectors expressing opinion

Point of view:

in my opinion as far as I know
as far as I am concerned
personally (speaking)

Summary:

in short to sum up all in all
in conclusion/summary
generally speaking

Restating:

in other words that is to say
that means

Connectors expressing reasons or evidence

Listing:

to begin with what is more
besides moreover
in addition

Cause & effect:

because as so thus
therefore as a result

Giving examples:

for example for instance
such as

5 Write a letter to the editor expressing your own opinions about studying abroad.



Assessing Your Progress

1 Rewrite the sentences with the correct forms of the words or phrases in brackets.

1 He is still too young to know how to act and talk on such occasions. (mature, behave)

2 I have to admit that I spent too much time on social activities. (deny, take up)

3 If you care for others sincerely, they will come to trust you, and your relationship will grow stronger. (strengthen, gradually)

4 She considered the current situation in a reasonable way and decided to be positive about the **outcome**. (logically, optimistic)

5 Most of the people who had applied for this position were turned down, but he stood out because he was good at working with others. (applicant, cooperate)

6 The mother worried about her daughter who was studying abroad in a totally new environment, but she felt less anxious because of the fact that people there were friendly and helpful. (surroundings, take comfort in)

2 Match the phrases or clauses below to make complete sentences.

1 My suggestion for avoiding any cultural misunderstanding is ...

2 No matter which country you go to, you will end up feeling like an outsider. That ...

3 What he said about the school was ...

4 Taking a year off from school to travel abroad is ...

5 What I saw when I arrived was ...

6 That he was forgetting his mother tongue ...

7 Why the school denied his application is ...

8 Perhaps the most obvious challenge of studying abroad is ...

9 I'm afraid ...

10 It remains to be seen ...

A beyond description.

B perfectly true.

C that you have to overcome the language barrier.

D still unknown.

E that I don't know how to acknowledge all the sources in my research paper correctly.

F that you should observe what others do and how they do it.

G what's generally called a gap year.

H is probably why many people do not want to live abroad.

I whether my research paper will be well received.

J worried him a bit.

REFLECTING

- What have you learnt in this unit about the benefits of cultural exchange?
- What do you think are some of the differences between studying in your own country and studying abroad?
- If there are overseas students visiting your school, can you use what you have learnt to communicate with them?
- Overall, I thought this unit was ◯ cool ◯ helpful ◯ so-so ◯ difficult.



*Project: Tell visiting students about your school

Suppose a group of exchange students are coming from Australia to study in your school for a year. Work in groups and help your headmaster to design a booklet about your school.

1 Brainstorm what the visiting students might need to know about your school.

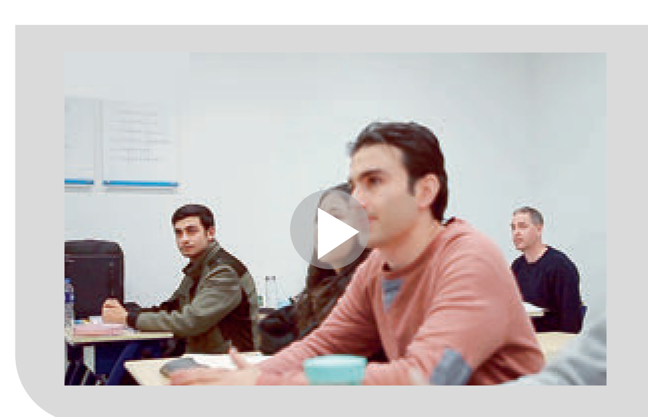
Location of school	
History of school	
School motto	
School rules	
Special events	
Compulsory courses and elective courses	
Clubs	
Other	

2 Divide up the work among your group members so that one or two students are responsible for each topic. Make a page for each topic and include photos or pictures. If possible, include a map of your school to show how to get around.

3 Decide on a good order for the information and then put the pages together. Improve the design of the booklet if necessary.

4 Make an attractive cover page for your booklet by including a few descriptive sentences and a good picture or two.





International Students in China

In this video, we talk to four international students, Karim, Kathy, Stella, and Anthony, about their time in China.

BEFORE YOU WATCH

What do you think the foreign students in the video enjoy most about China? Tick the items that you think will be mentioned.

☐ calligraphy ☐ fast delivery service ☐ food ☐ history
☐ language ☐ music ☐ online shopping ☐ kung fu
☐ poems ☐ scenic spots ☐ folk art ☐ Peking Opera

WHILE YOU WATCH

1 Fill in the table with information about each person.

Student	Country	What impressed him/her
Karim		
Kathy		
Stella		
Anthony		

2 Complete these quotes with the words you hear in the video.

1 I think calligraphy is a wonderful expression of ________________ and ________________.

2 I especially like ________________. You can figure out every character's personality and status through ________________ and ________________!

3 I've found that almost everything in Chinese culture is connected to ________________. When I do tai chi, I feel ________________ come over me.

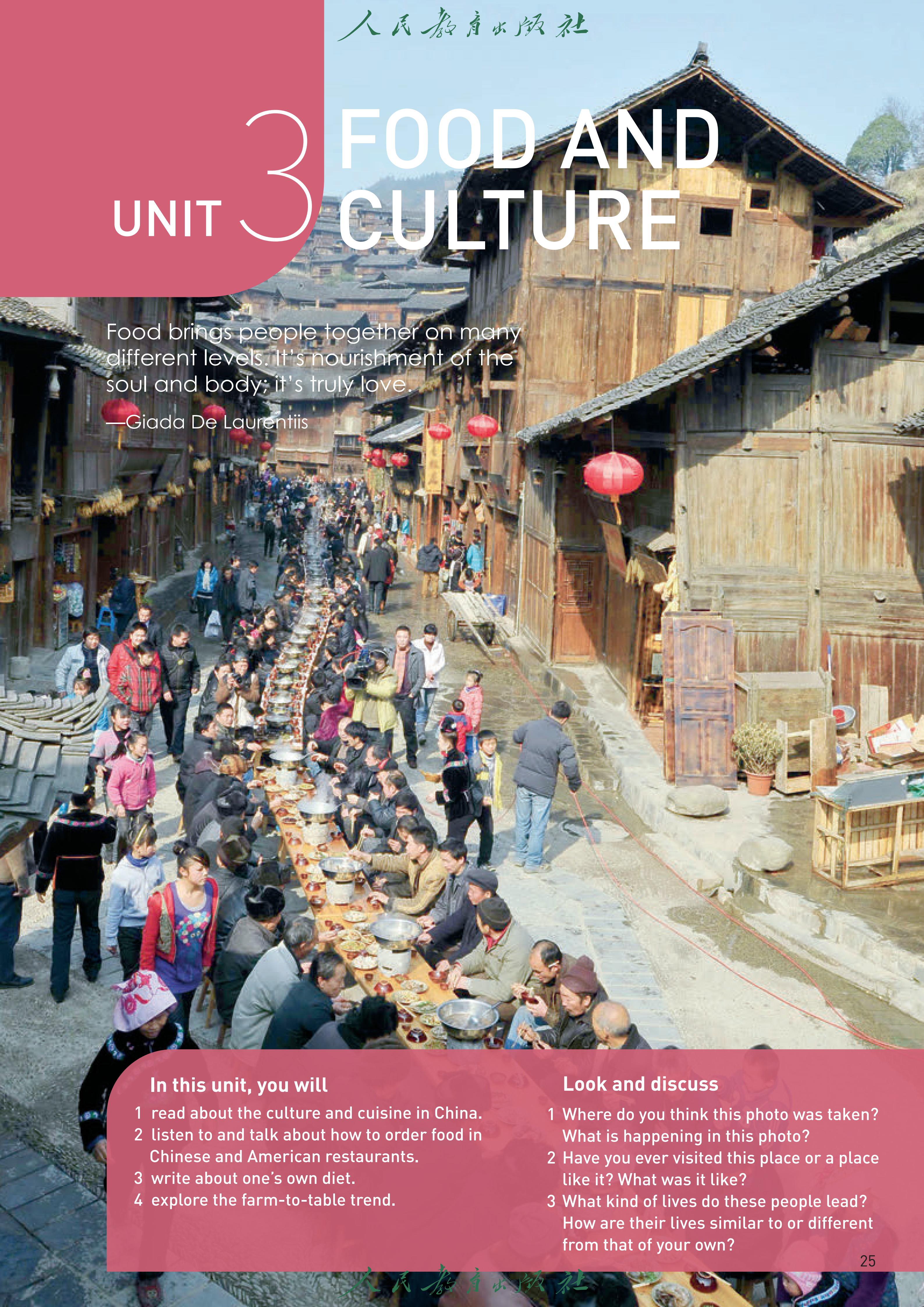
4 They told me that in China, people won't ________________ without these noodles, because long noodles represent ________________.

AFTER YOU WATCH

Discuss the following questions in groups.

1 Imagine that your family is hosting an international student. What would you want to share with him/her about China?

2 If you had a chance to go overseas as an international student, which country would you go to? Why?



UNIT 3 FOOD AND CULTURE

Food brings people together on many different levels. It's nourishment of the soul and body; it's truly love.

—Giada De Laurentiis

In this unit, you will

1. read about the culture and cuisine in China.
2. listen to and talk about how to order food in Chinese and American restaurants.
3. write about one's own diet.
4. explore the farm-to-table trend.

Look and discuss

1. Where do you think this photo was taken? What is happening in this photo?
2. Have you ever visited this place or a place like it? What was it like?
3. What kind of lives do these people lead? How are their lives similar to or different from that of your own?

Understand the link between food and culture

1 Before you read, discuss these questions in groups.

1. How many kinds of Chinese **cuisine** are there, and how can these cuisines be described?
2. What, if anything, do these cuisines tell you about the people who eat them?

2 The first paragraph has a quote: "You are what you eat." In pairs, discuss what you think this saying means. Then read the article to see if you share the same ideas as the author.

CULTURE AND CUISINE

The French author Jean Anthelme Brillat-Savarin once wrote, "Tell me what you eat, and I will tell you what you are." Put more simply, this means "You are what you eat." Most people today relate this saying to healthy eating. However, Brillat-Savarin was actually referring to our personality, character, and culture.



Certainly, in many ways this seems to be true. Chinese cuisine is a case in point. **Prior** to coming to China, my only experience with Chinese cooking was in America, with Chinese food that had been changed to suit American tastes. For example, America's most popular Chinese dish is General Tso's chicken, which **consists** of fried chicken covered in a sweet sauce, flavoured with hot red **peppers**. This is probably not an authentic Chinese **recipe**, however, so it cannot tell us much about the Chinese. On the other hand, it does tell us a lot about Americans. It tells us, for example, that Americans love bold, simple flavours. And, since the dish was also invented recently, it tells us that Americans are not afraid to try new foods.

Later, I had a chance to experience authentic Chinese food by coming to China. When my family and I had just arrived in China, we went looking for a good place to eat in Beijing. A Sichuan restaurant had been recommended to us by a friend, and finally, we found it. Tired, hungry, and not knowing a word of Chinese, we had no idea how to order, so the **chef** just began filling our table with the best food we had ever eaten. With this, we had the pleasure of experiencing an entirely new taste: Sichuan peppercorns. The food was wonderful and different, but what was even more important was the friendship offered us.

We soon moved to Shandong Province in the eastern part of North China. My favourite dish there was boiled dumplings served with vinegar. I observed that family is important to the people there. It has become a favourite traditional dish of the people in North China, where making dumplings has always been a family affair with everyone—from the youngest to the oldest—joining in to help. Later, I learnt that the most famous food in Shandong is pancake rolls **stuffed** with **sliced** Chinese green **onions**.

Then we moved to northern Xinjiang. Some of our friends were Kazak and Inner Mongolian. These groups traditionally wandered the open range on horses. As a result, their traditional foods are what you can cook over an open fire—usually boiled or roasted meat, such as **lamb** kebab.



Our travels then took us to South China, and then on to central China. In each place we went, we experienced wonderful local dishes, from Guangdong's **elegant** dim sum—small servings of food in bamboo steamers—to the **exceptional** stewed noodles in Henan. Everywhere, the food was as varied as the people. However, one thing is always true: Through food, Chinese people everywhere show friendship and kindness.

At a **minimum**, the kinds of food local people **consume** tell us what they grow in their region, what kinds of lives they lead, and what they like and do not like. Could we also say, for example, that those who like bold flavours are bold themselves? Or, that those who like spicy food tend to have a hot temper? Maybe. Maybe not. What we can say, however, is that culture and cuisine go hand in hand, and if you do not experience one, you can never really know the other.

3 Use the information from the text to complete the table below.

Place	Kind of Chinese food	Typical dish	People or culture
America			
Beijing			
Shandong			
Northwest China			
South China			
Central China			

4 Match the causes to the effects below. Then find more examples from the text.



Understand cause and effect

Sometimes two ideas are related to each other by cause and effect. That is, one thing causes something else to happen. Cause-and-effect relationships can be direct. For example, "It was raining, so I took my umbrella." However, some cause-and-effect relationships are not direct, and some may also have more than one cause or effect.

Cause

1 The flavour preferences of Americans often differ from those of the Chinese.
2 We had no idea how to order food.
3 These groups traditionally wandered the open range on horses.

Effect

A The chef just began filling our table with the best food we had ever eaten.
B Their traditional foods are what you can cook over an open fire.
C Chinese food in America is changed to suit American tastes.

5 Discuss the following questions in groups.

1 Do you think "culture and cuisine go hand in hand"? Give your reasons.
2 Imagine that it is true that people's personalities are closely linked to the foods they eat. What does eating the following foods tell you about a person?

spicy food   vegetarian food   junk food   seafood   sweets   chocolate   rice   noodles
onion   **garlic**   **bacon**   **ham**   **sausage**   **cabbage**   mushroom   **bean curd**



Build up your vocabulary

1 Find words from the reading passage which have similar meaning to the words in italics.

1 We'll need ten months *at least* to have the restaurant decorated.
2 Some traditional Chinese dishes from *before* the Ming Dynasty are still popular today.
3 My grandpa's breakfast mainly *includes* wholegrain biscuits and a glass of milk.
4 People in this area would *eat* nearly a kilo of cheese per week.
5 We enjoyed a special dinner in a fancy restaurant where the waiters all wore *attractive* suits.
6 He prefers this brand of coffee which, as he said, has an *unusually good* flavour.

2 Learn more about foods around the world by matching the first and second halves of the following sentences.

1 Italy, Greece, and Spain are famous for their olives, figs, and other ingredients,
2 She sliced off
3 A traditional Western dinner can consist of

A a piece of sausage for her dinner.
B an appetiser, a main course, soup, and **dessert**.
C which have all contributed to centuries of cuisine development.

3 Familiarise yourself with some food idioms by matching the meaning on the right with the coloured words on the left.

1 Public concern for the health of farm animals has mushroomed in the UK.
2 Anderson may be young but he's certainly rolling in dough!
3 George is a popular lecturer. He often peppers his speech with jokes.
4 As the person to bring home the bacon, he needs to find a stable job.
5 He is often regarded as a ham actor for his overemphasised facial expressions.
6 The media reported that these companies had treated pollution as a hot potato.
7 Don't worry about the test tomorrow. It's going to be a piece of cake!
8 It's best to fold the swimming ring when it is as flat as a pancake.

A completely flat
B something that is very easy to do
C an issue that is hard to deal with
D to include large numbers of something
E to earn one's living to support a family
F wealthy
G to rapidly increase in number
H an actor who performs badly, especially by overemphasising emotions

Discover useful structures

1 Look at the two pairs of sentences, paying attention to the meaning and use of the past perfect tense and the past perfect passive voice.

1. The chef *had set up* a farm-to-table restaurant before his new cookbook was published.
   A new farm-to-table restaurant *had been set up* by the chef before his new cookbook was published.
2. They *had finished* their dinner by the time Sam joined them.
   Their dinner *had been finished* by the time Sam joined them.

Find more sentences using the past perfect tense or the past perfect passive voice from this unit.

2 Complete the two conversations with the correct forms of the words in the box using the past perfect tense or the past perfect passive voice.

cancel	eat	finish	get	taste	tell

1 **Carol:** ____________ you ever ____________ any Scottish food before your trip to St Andrews last year?
Paul: No, not really. But I ____________ about haggis many times before we went there.
Carol: Oh … Did you try it?
Paul: Oh, yes! You know what? We arrived late for supper that day, and so we just ate whatever was left in the university **canteen**. We ____________ our meal before we learnt we ____________ just ____________ haggis!
Carol: My goodness!
Paul: Well, it was not bad. I have to say …

2 **Carol:** When I got to the teahouse yesterday, I found nobody there. ____________ it ____________?
Paul: Oh, I'm so sorry that I forgot to tell you! The get-together was cancelled yesterday morning because Sally, the hostess, ____________ into a car accident.
Carol: Oh, I'm sorry to hear that. Hope Sally recovers soon!

3 Work in pairs. Choose one of these three situations, and make as many sentences as you can using the past perfect tense and the past perfect passive voice. Then make a conversation using these sentences.

EXAMPLE

1 When I set off for the **cafeteria** …	… I had just finished my homework. … I had ordered a taxi online.	… the windows had been closed. … the light had been switched off.
2 Before he went into the chocolate factory …		
3 By the time I arrived at the "insect" party …		

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Order food together with a foreign friend

1 Match the dishes below to their English names. Then in groups, discuss what you know about these dishes, including what they contain and how they are made.



A hand-torn cabbage
B bridge tofu
C dry pot duck with golden buns
D steamed fish head covered with chillies



Preview

Listening is often combined with some sort of picture or text. If you preview the picture or text before you listen, it will help you better understand what you hear.

2 In groups, discuss the menu below.

1 What kind of restaurant is it and what kinds of food are served?
2 Which dishes would you recommend to a foreigner? Why?



MENU
菜单

Dish	Price
Red braised pork 红烧肉	42 元
Dry pot chicken 干锅鸡	32 元
Dry pot duck with golden buns 干锅炒鸭金黄杂粮包	38 元
Steamed fish head covered with chillies 剁椒鱼头	48 元
Steamed preserved meat 腊味合蒸	38 元

6

Dish	Price
Pearl meatballs 珍珠丸子	26 元
Hand-torn cabbage 手撕包菜	18 元
Bridge tofu 过桥豆腐	18 元
Mushroom soup 菌菇汤	22 元
Vegetable soup 蔬菜汤	18 元

7

3 **Tingting, Anna, and Lisa are at the Hunan Restaurant. Listen to their conversation and tick the dishes that they order in the menu above.**

4 **Listen again and answer the questions.**

1 How is Hunan cuisine **somewhat** different from Sichuan cuisine?
2 What are the reasons why Hunan people like spicy food?
3 Why do so many people love steamed fish head covered with chillies?
4 Why does Tingting recommend bridge tofu instead of dry pot duck with golden buns?
5 Why is red braised pork the most famous dish?

5 **In groups of three, discuss what types of restaurant you would like to take a foreign visitor to, and why. Then take turns role-playing taking your foreign guest to the restaurant you have chosen. One of you should act as the foreign guest, one as the Chinese host, and one as the waiter or waitress. You may start like this:**

EXAMPLE

A: I really love spicy food, so what dish would you recommend?
B: I suggest Mapo tofu.
A: Really? What's that?
...
B: Waiter!
C: May I take your order?



Ordering food

Can I help you?
I'll take your order in a minute.
What should I order?
Why don't you order ...?
Do you have ...?
How about ordering ...?
You should have/try ...
This restaurant has the best ...
It will cool you down/warm you up.
Anything else, please?

Are you ready to order, sir/**madam**?
What would you like ...?
What would you suggest/recommend?
You could order ...
You might like ...
Why not ...?
You'll like it because ...
Right now, ... is in season.
I'd like .../I'll have ...
Enjoy your meal!

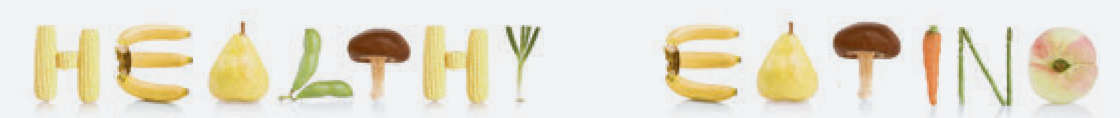
Paying the bill

Can I have the bill, please?
Here's your bill./Here you are.
How will you pay?
Do you accept credit cards?
I'll pay in cash/through my mobile phone/by credit card.
Here's your change. Thank you for your coming. Goodbye.

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Write about a healthy diet

1 Read the passage and then match the subheadings with the paragraphs.



There is much debate nowadays as to what makes up a healthy diet. For example, scientists have insisted for years that a big enemy of health is fatty food. However, there is increasing evidence that the real driver of poor health is not so much fatty food, as it is sugar. Heart disease is the number one killer of Americans. And in America, people who receive 25% of their daily **calories** or more through sugar are twice as likely to die from heart disease than people who receive less than 10% a day (*Journal of the American Medical* ***Association***, 2014). This is true **regardless** of how healthy the rest of their diet might be. Put more simply, while people continue to argue over whether or not fatty food is dangerous, we already know that sugar is a killer.

Much of this extra sugar comes from sweets and sweet drinks. The average American gets 1/3 of his or her sugar through sweet drinks alone. The American Heart Association recommends that we limit ourselves to less than 100–150 calories a day from sugar, which is less than what is usually contained in one can of sweet drink or in a single candy bar. In other words, if you want to be healthy, you have to cut down on desserts, and cut out sweet drinks altogether.

Beyond this, you can keep healthy by consuming different **categories** of fresh foods, especially fruit and vegetables, which are full of vitamins and **fibre**, rather than processed foods. Processed foods often contain less nutrition, and have higher **quantities** of sugar, salt, and fat than fresh ingredients. Besides this, it is also important to have some meat, beans, or dairy products in your diet, as they provide the necessary protein for strong bones and muscle growth. As with everything in life, moderation is key. The **ideal** diet is a balanced one, without too much or too little of any one thing.

Finally, a **fundamental** key to healthy eating is to eat slowly. It takes about twenty minutes from the time you start eating for your brain to tell your body that you are full. What this means is that people who **chew** too quickly end up eating too much food because they still feel hungry. Eating slowly also allows your body to digest your food better, and will allow you to enjoy your food more. In addition, studies show that **consistent** eating habits, for example, taking three meals a day at the same time each day, are better for our health. It is also better to eat a modest amount of food each time, rather than to eat a lot in one meal, and then a little in the next.

There is no one **trick** to healthy eating. Rather, healthy eating starts with having a healthy attitude towards food. One question you can ask yourself is, “Do I eat to live, or live to eat?” If you are using food mostly for nutrition, then you are on the right track with your diet. However, if food has become the centre of your life, you might be on the road to bad health. It is up to you to decide how you want to live, and to make the right decisions about your diet.



Paragraph 1	**A** Slow Eating is Good
Paragraph 2	**B** Reducing Sweets is Key
Paragraph 3	**C** The Real Killer is Sugar
Paragraph 4	**D** The Way You Look at Food is Most Important
Paragraph 5	**E** Keep It Fresh and Balanced

2 Study the language and structure.

1 What are the key details that support each point?

A The real driver of poor health is not so much fatty food, as it is sugar.

Detail(s): ______________________________

B Much of this extra sugar comes from sweets and sweet drinks.

Detail(s): ______________________________

C You can keep healthy by consuming different categories of fresh foods … rather than processed foods.

Detail(s): ______________________________

D A fundamental key to healthy eating is to eat slowly.

Detail(s): ______________________________

2 Underline the linking words in the passage that introduce another way of saying what was already mentioned in the previous sentence.

3 Circle the linking words in the passage which show that contrasting ideas are being introduced.

3 Use what you have learnt to write an essay about your own diet.

1 Write down everything you ate and drank over the last three days.

2 Compare what you have had over the last three days with the advice written in the article, and any facts about diet and nutrition that you know to be true. Make two lists:

- A list of your good eating habits
- A list of your bad eating habits

3 If you have bad eating habits, make a list of things you can do to get rid of them.

4 Use your notes to write your essay. You can start like this:

***Overall**, I think I have healthy/unhealthy eating habits. As for the things that I am doing right, … Still, I should improve my eating habits by …*

4 Exchange your draft with a partner. Use this checklist to help you revise the draft. Then take your draft back and revise it using your partner's comments.

✓ Does the writer use details to support each point?
✓ Does the writer use proper linking words to tie the essay together?
✓ Has the writer really thought about his or her diet carefully?
✓ Does the writer use vivid words to add stress to his or her points?

5 Put up your essay in the classroom or read it to your class.

1 Choose the suitable words to complete the conversations.

minimum elegant fibre desserts recipe exceptional chef prior to

1 **A:** Why do you eat so many bananas?
B: Because bananas offer an excellent source of __________ and vitamins.

2 **A:** How do you manage to stay so slim and fit?
B: I have brought my consumption of sweets and __________ down to the bare __________.

3 **A:** How do you like your new cooking classes?
B: They're __________! The teacher used to be a famous __________ in a big hotel.

4 **A:** What is Jessie busy with in the kitchen?
B: She is trying a new __________ for pumpkin pie.

5 **A:** Why did they refuse the dinner invitation?
B: They had to refuse the dinner invitation because of an engagement made __________ it.

6 **A:** How did you find the restaurant you visited yesterday?
B: It was beautiful and __________! We've never been to such an attractive restaurant before.

2 Read the conversations which take place in restaurants. Then complete them using the correct forms of the words in brackets.

1 **A:** Could you tell that she __________? (cry)
B: Sure. Her eyes were very red. Maybe she had just had a quarrel with her brother.
A: But I thought it was because she __________ red curry. (eat)
B: Oh, maybe you're right.

2 **A:** I wish you __________ me earlier. I know a buffet restaurant nearby which is really nice. You could have taken your parents there. (tell)
B: What a pity! But I __________ that they were coming for the weekend. They said they wanted to surprise me. Anyway, it's very nice of you to offer. (not inform)

REFLECTING

- What cuisine and/or culture in this unit impressed you most? Why?
- What useful vocabulary or structures did you learn in this unit?
- Do you think "understanding cause and effect" was a useful strategy?
- Could you talk with your friends about foods, restaurants, and/or cultures after doing this unit?
- What aspect of food and culture would you like to learn more about?
- Overall, I thought this unit was ◯ interesting ◯ practical ◯ so-so ◯ difficult.

*Project: Design your own restaurant

In this project, you are going to make a plan for a new restaurant in your city.

1 In groups, discuss these questions.

- What kind of restaurant will it be, e.g., fine dining, casual family, or fast food?
- What kind of cuisine will you serve?
- Who will be your customers?
- How much will you charge?
- Where will the restaurant be located?
- …

2 Divide the following tasks within your group:

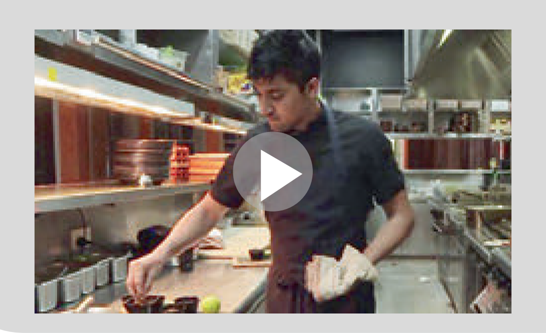
- decide on the dishes to be served and the chef to be employed
- design the menu in both English and Chinese
- design the kitchen
- design the dining area and decorations
- give the restaurant a name and design advertising materials for it
- work as a manager to help everyone coordinate their ideas and activities



3 Now pull everything together to make a presentation to the class, where the key aspects of the restaurant will be explained by the different members of the group.

4 As a class, vote on the best restaurant.

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What Are You Eating in Australia?

Australians love new and exotic food. Watch this video to see a new cuisine that has become popular with some diners there.

BEFORE YOU WATCH

Complete the sentences with the words from the box.

challenging	crawling onto	flying out of	proving	starting to

1 There's an unfamiliar cuisine ______________ menus.
2 It's ______________ the bravest of diners.
3 A twist of lime and a dash of salt has these crickets ______________ the kitchen.
4 Insects remain a hard sell, but bug by bug, that could be ______________ change.
5 The unique treat is ______________ popular at farmer's markets and trendy eateries.

WHILE YOU WATCH

1 Choose the best words to complete the sentences.

1 Insects are __________ in protein, cheaper, and __________ sustainable than beef.
 A lower, less B higher, more C equal, just as
2 More than __________ people worldwide eat insects as a part of their diets.
 A two billion B two million C a few billion
3 Insects are a common part of people's diets in parts of Asia, __________ America, and Africa.
 A North B Central C Latin
4 Bugs __________ a regular feature on Aussie dinner tables.
 A are not yet B are already C will soon be

2 Complete these quotes with the words you hear in the video.

1 Nowshad Alam Rasel, Chef: "… they're asking ______________. Yeah, it's very ______________."
2 Skye Blackburn, Entomologist: "… some of them will try edible ______________ and some of them won't, but they'll go away and talk about ______________ …"
3 Guy McEwan: "So I'm going to go ______________ gob ... Yeah, ______________!"
4 Danny Stagnitta: "Sometimes ______________ the packet, it looks like ______________."

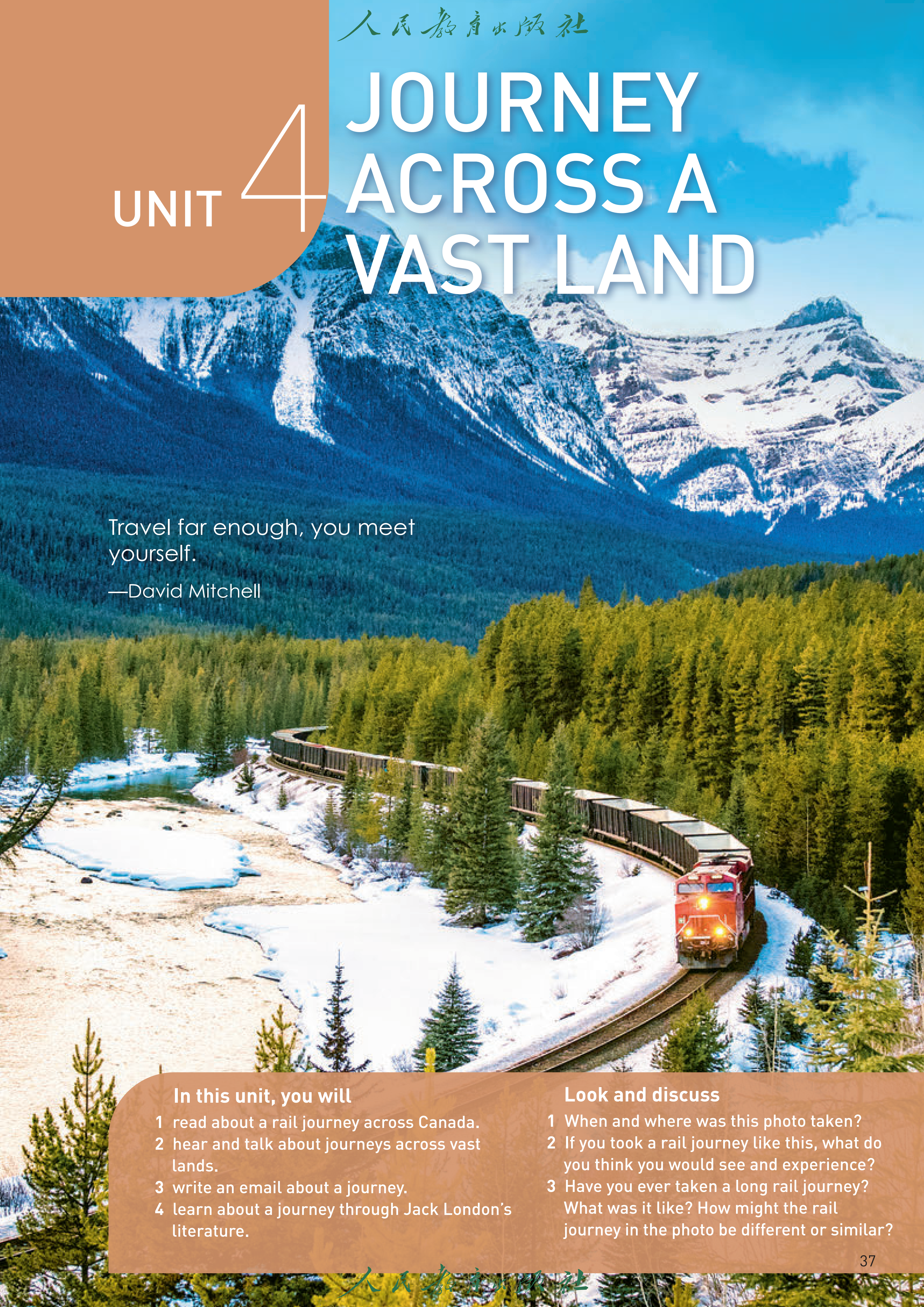
AFTER YOU WATCH

Discuss the following questions in groups.

1 Has anyone in your group ever eaten an insect? What was it like?
2 Would you ever eat an insect? Why or why not?
3 What is the strangest thing you have ever eaten? Why was it strange? What makes a food strange?

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UNIT 4 JOURNEY ACROSS A VAST LAND



Travel far enough, you meet yourself.

—David Mitchell

In this unit, you will

1 read about a rail journey across Canada.
2 hear and talk about journeys across vast lands.
3 write an email about a journey.
4 learn about a journey through Jack London's literature.

Look and discuss

1 When and where was this photo taken?
2 If you took a rail journey like this, what do you think you would see and experience?
3 Have you ever taken a long rail journey? What was it like? How might the rail journey in the photo be different or similar?

Learn about a rail journey across Canada

1 Before you read, discuss these questions with your partner.

1. What do you know about rail journeys?
2. What do you think you will see if you go on a rail journey across Canada?



Use discourse markers to show relationships

Discourse markers are also known as "linking words". They are used to show relationships between ideas. Relationships can range from adding something (e.g., *also, besides, additionally*), to showing contrast (e.g., *however, on the other hand*), to explaining a reason (e.g., *because, since*), or to showing a result (e.g., *therefore, as a result*). Without discourse markers, the connections between sentences and paragraphs would be less obvious.

2 Read the article and underline the discourse markers.





Li Daiyu and her cousin Liu Qian went to Canada to visit their cousins in Halifax on the Atlantic coast. Rather than travel by commercial **airline** all the way, they decided to fly to Vancouver and then take the train. For both of them, the thought of crossing the whole country by rail was exciting.

Before starting out, they spent a couple of days in Vancouver, seeing the sights. During their first day, as is typical of Vancouver, it rained. Despite the weather, they were able to take a boat ride out into the **bay**, and later visit an island that had wonderful shops selling crafts and **antiques**. The next day was clear and mild, and they were pleased to see the beautiful mountains looking out over the city. Later, they took a **pleasant** hike in a forest just a short distance away.

The next morning, the two girls **arose** early to take the train to Lake Louise, passing through the Canadian Rockies. Seen from the train window, the mountains and forests of Canada looked **massive**. When the train arrived at the station, they took a taxi to Lake Louise, where the blue water **literally** took their **breath** away with its exceptional beauty. They spent the night, and then took a coach **bound** north through the Canadian Rockies to Jasper. Looking at the beautiful scenery, they both agreed that it was the most **awesome** journey they had ever taken. In addition to seeing spectacular mountain **peaks** and forests, one **highlight** of their trip was being able to see many different creatures, including deer, mountain **goats**, and even a grizzly bear and an eagle.

From Jasper, they caught the train towards Toronto. One of the train's first stops was in Edmonton, the provincial capital of Alberta, the centre of Canada's huge oil and gas **drilling** industry. Edmonton is freezing cold in winter, with daily temperatures averaging -10°C. Since it can be too cold to go outdoors, Edmonton is home to many shopping malls. In fact, one of the largest shopping malls in North America is in Edmonton.

From Edmonton, the train headed southeast across the great Canadian Prairie. At school, Daiyu and Liu Qian had learnt that Canada's population is only slightly over thirty-seven million. However, they did not **anticipate** seeing such an open country, and were truly amazed. They went through two wheat-growing provinces, where they saw a **bunch** of farms that covered a very large area.

After another day on the train, eventually they were back in an urban area, the city of Winnipeg. From there, they travelled through the night, and woke up in Ontario—a land of forests and lakes. The train **thundered** on, through the rolling hills. The bushes and maple trees outside their windows were red, gold, and orange, and there was **frost** on the ground, confirming that autumn had arrived in Canada. Night came again, and the train turned south towards Toronto. When they woke up the next morning and pulled back the **curtains**, they could see the wide stretch of Lake Huron—one of the four Great Lakes on Ontario's southern **border**. It was not until 9:30 a.m. that they finally reached the capital of Ontario, Toronto. All in all, their trip from Vancouver to Toronto had taken a **duration** of four days.

3 Complete the table below with information from the article.

Place	Information
	often rains; a harbour; beautiful mountains looking out over the city; a forest just a short distance away
the Canadian Rockies	
	centre of Canada's huge oil and gas industry; cold in winter, with daily temperatures averaging -10˚C; home to one of the largest shopping malls in North America
the Canadian Prairie	
	a land of forests, lakes, and rolling hills; four Great Lakes on its southern border; capital is Toronto

4 Read the article again. Match each of these discourse markers with the correct purpose.

1 however
2 since
3 when
4 in addition to
5 in fact
6 later
7 eventually

A to add something
B to show contrast
C to explain a reason
D to show an end point in time
E to show time
F to emphasise
G to describe the order of events

5 Discuss the questions in groups.

1 Would you be interested in taking the same trip as Li Daiyu and Liu Qian? Why or why not?
2 How is a rail journey different from other forms of travel, such as by plane or car?



Build up your vocabulary

1 Complete the sentences using suitable nouns in their correct forms and circle the words which collocate with them.

curtain antique breath bay creature
highlight airline beauty peak duration frost

1 After arising in the morning, the first thing he does is to draw the __________.
2 He was impressed by her __________ and charm.
3 The visitors were admiring the __________ dating back to the 17th century.
4 We all remember the __________ of the trip—visiting the Huangguoshu Waterfall.
5 Protect the __________ which are unique to Australia and their natural habitats.
6 What __________ did you fly?
7 It is one of the most difficult __________ to climb in the Rocky Mountains.
8 The beauty of Qinghai Lake took the visitors' __________ away.
9 In freezing cold winter, windows are often covered with __________.
10 We sailed into a beautiful __________ in the southwest of Canada.
11 Judy enrolled in a programme of study that was eight months in __________, but she completed it in only six months.

2 Complete Samuel's story with the correct phrases.

bound for commercial world a massive amount of money urban areas

1 In Canada, __________________ has been spent on preserving the forest, and the country's deforestation rate is among the world's lowest.
2 A growing number of woodworkers have decided to move to the __________________ for better jobs.
3 Aboard the plane __________________ Toronto, Samuel, a young woodworker, began imagining a whole new life in the big city.
4 However, he also had some worries. Ideally, he wanted to make a living in the arts, but he also knew well that it was somewhat a __________________.

3 Suppose you were talking to your friend Jane. Choose the suitable adjectives to comment on the situations.

awesome mild pleasant

1 **Jane:** The welcome party at the University of Oxford helped many students to make new friends.
You: They must have spent a(n) __________ evening together.
2 **Jane:** We're surprised to find that it is warmer than usual this winter in London.
You: You're so lucky to have a(n) __________ winter here.
3 **Jane:** We visited a famous tourist site in Scotland: the beautiful coastline and breathtaking landscape of St Andrews.
You: How wonderful! You must have had a(n) __________ experience.

Discover useful structures

1 Fill in each blank with the correct form of a verb from the box. Find the difference between each pair of sentences, paying attention to the *-ed* and *-ing* forms. Then translate the sentences into Chinese.

see	frighten	head	amaze

1 The girls were __________ to see such an open country.
The farms covered a very large area, which was __________.

2 Going into the wilderness alone can be __________.
Do you feel __________ when going into the wilderness alone?

3 __________ from the top of the mountain, the scenery was really fascinating.
__________ the scenery from the top of the mountain, I was fascinated by the autumn colours.

4 __________ eastwards, you will pass the Canadian Rockies.
Finally, the company—__________ by its new manager—started to make a profit.

2 Complete the sentences with the correct forms of the words in the box. Then translate the sentences into Chinese, paying attention to the different meanings of the *-ed* and *-ing* forms.

bore	excite	tire	satisfy

1 We became __________ when thinking about those beautiful locations in Finland. We expected to experience a lot of __________ things there.

2 We went to bed as soon as we arrived at the hotel because we were so __________. The eight-hour train ride was quite __________.

3 I was not __________ with the hotel. It was not as clean as I had expected. But we had a __________ meal at the hotel's restaurant, so I felt a bit better later on.

4 It was raining hard the next day, so we just stayed in the hotel and watched TV. Sadly, the TV programmes that day were really __________. As we had nothing else to do, we felt pretty __________.

3 Rewrite the sentences. Add information as necessary.

EXAMPLE

When people asked the man what the trip meant to him, he said it was "an experience of a lifetime". ▸
When asked what the trip meant to him, the man said it was "an experience of a lifetime".

1 Butchart Gardens was transformed from a quarry. It has now become a famous destination for travellers. ▸ ____

2 If you compare Quebec City with other cities in Canada, it seems more like a charming European village. ▸ ____

3 They did not know where to start their sightseeing in Luoyang, so they went to the Tourist Information Centre. ▸ ____

4 When they heard that the Sea-to-Sky Highway was Canada's most scenic drive, they made West Vancouver their first destination. ▸ ____

Talk about scenery and culture along a journey

1 On the train, Li Daiyu and Liu Qian start talking with a local passenger, a young woman named Anna. Before you listen, look at the pictures below and guess what they will be talking about.

2 Listen to the conversation and answer the following questions.

1. What do people do when Lake Louise **freezes** over in winter?
2. What does Anna say about Canadian summers?
3. How far is it from Edmonton to Winnipeg?
4. What kinds of things do people do in Winnipeg?
5. What other long rail journey have Li Daiyu and Liu Qian taken?



Understand idioms

Idioms are often used in the English language. The meanings of some idioms can be guessed. However, many others need to be studied and remembered.

3 Listen again. Match the following idioms and similes with their meanings.

1	words fail me	A	with no mountains or hills
2	as hot as an oven	B	all kinds of things
3	as flat as a pancake	C	for a long distance
4	as far as the eye can see	D	I'm surprised
5	dead centre	E	spend time
6	kill time	F	very warm
7	you name it	G	the exact middle of something

4 In groups of three, continue the conversation about Canada and China based on your own travel experiences or the information you heard or read in this unit. End the conversation naturally.

EXAMPLE

Anna: I thought China would be very crowded, given its large population.

Daiyu: Well, **contrary** to what many people believe, there are a lot of vast and empty spaces in China, actually.

Anna: That's great! There must be amazing scenery to see in China then!

...

Anna: **Anyhow**, the next station is my stop! Take care and enjoy the rest of your trip!

Daiyu: Thanks, Anna!

Liu Qian: It was really great to meet you!

Anna: And it was nice talking to you!

Expressing surprise and curiosity

Oh, my goodness!/Good heavens!
You're kidding!
Are you kidding?
Are you serious?
It can't be true!

Oh no! Really?
What a surprise!
I think it's fantastic!
Wow! How interesting/amazing!
What was it like?

Talking about space and position

It's about ... kilometres northeast of ...
... is close to ...
in/on/to the north/south/west/east of ...
across the continent/lake
alongside the coast/river
go eastwards/westwards/northwards/southwards

Ending a conversation naturally

I have to run. Good talking to you.
I'll catch you later.
It was good/nice meeting you.
I'm sure you want to relax a bit. I'll let you go.
Sorry, I can't talk longer. I'm actually on my way to ...
Well, I have to go. I'll talk to you later.

Write about a rail journey across Canada

1 Read the passage and answer the questions.

1 What did the girls see when they went up the CN Tower?
2 Why was it possible to get all kinds of good Chinese food in Toronto?
3 What did Jean-Philippe tell the girls about Montreal and the people there?



SEEING THE TRUE NORTH VIA RAIL: TORONTO AND MONTREAL

After Li Daiyu and her cousin arrived in Toronto, the largest and wealthiest city in Canada, they only had a few hours to kill before they had to **proceed** to the next leg of their trip to Montreal, so they went on a tour of the city. They went up the CN Tower and looked across the **shores** of Lake Ontario. Standing in the distance, they were **astonished** to see misty clouds rising from the great Niagara Falls, which is on the south side of the lake. Water from the lakes flows into the Niagara River and over the falls on its way to the sea.

The girls saw hundreds of skyscrapers of glass and **steel**, and old-fashioned cars rolling by. As they walked north from the harbour area, Li Daiyu said, "Lin Fei, one of my mother's old schoolmates, lives here. I should phone her and see if she's available for dinner."

They met Lin Fei around dusk over dinner at a restaurant in downtown Chinatown. The cousins chatted with Lin Fei, who had moved to Canada many years earlier.



"This is the largest Chinatown in Toronto. We have a few more in the Greater Toronto Area, so you can guess that there are a lot of Chinese people in Canada! Chinese people have been coming here for more than a hundred years. Therefore, we can get all kinds of great food here from all over China," Lin Fei told them.

The train left late that night and arrived in Montreal early the next morning. At the station, in contrast to Toronto, they heard people talking in French. They were surprised to see that all the signs and **advertisements** were in French and many people spoke English with an **accent**.

"We don't leave until this evening," said Liu Qian. "Let's go downtown. Old Montreal is close to the water."

They spent the afternoon in lovely shops and visiting artists in their workplaces along St Paul Street. As they sat in a restaurant alongside the broad St Lawrence River, a young man sat down with them.

"Hello, my name is Jean-Philippe. I'm a **photographer**," he said, "and I was wondering where you are from."

The girls told him they were from China and were on a train trip across Canada. When they told him they had only one day in Montreal, he said, "That's too bad. You **owe** it to yourselves to stay longer. Overall, Montreal is a city with wonderful sights and sounds. Most of us speak both English and French, and the city has unique Quebec culture and traditions. There are fantastic restaurants and clubs around, too. Here, we love good coffee, **toast**, and cheese. And good music, of course!"

That night the train was speeding along the St Lawrence River towards the Gulf of St Lawrence and down to the distant east coast towards the province of Nova Scotia and its largest city, Halifax. The cousins dreamt happily of the beautiful cobblestone streets, old brick buildings, and the red maple leaves of Montreal.



2 Draw on the map a simple route of the girls' trip across Canada and make notes about what the girls did at each place.



3 Imagine that you are Li Daiyu. Using the map and your notes, write an email to your parents telling them about your trip.

4 Exchange your draft with a partner. Use this checklist to help you assess your partner's draft. Then take your draft back and revise it according to your partner's comments.

- ✓ Does the writer start the email with an appropriate greeting?
- ✓ Is the email well-organised and coherent?
- ✓ Does the writer make use of discourse markers to express different relationships between ideas?
- ✓ Are the descriptions of people and places interesting?
- ✓ Does the writer end the email in a natural way?

5 Put up your email in the classroom or read it to your class.

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1 Use the words in their correct forms in different contexts. Then work in pairs to discuss their meaning and usage.

freeze	1	We set off at seven for Nunavut—a __________ land far from big cities.
	2	It's __________ cold in winter in Nunavut, since the average winter temperature is 35 degrees below the __________ point.
	3	Seeing the huge creature, we stood __________ with terror.
arise	1	Were there any other matters __________ from the meeting yesterday?
	2	Should the opportunity __________, I'd love to go to Canada.
	3	Some confusion has __________ with the application of the new software.
astonish	1	Linda was __________ at her sister's courage.
	2	Henry was eating his food with __________ speed.
	3	"Are you really leaving?" asked Sam in __________.
proceed	1	Grandpa stared at the mountaineering boots and __________ to tell me his stories of mountain climbing forty years ago.
	2	After returning to the base camp for a rest, they decided to __________ to the next objective: Mount Robson.

2 Learn about the novel *Anne of Green Gables* by L. M. Montgomery by completing the conversation with the correct forms of the words in brackets.

Mr Clark: Morning, everyone! Did you finish reading the novel over the weekend? Did you note down anything that impressed you? Nancy, would you like to say something?

Nancy: Yes, Mr Clark. I'm halfway through the story. I think Matthew and Marilla are very __________ (interest) characters. They are quiet, a bit timid, and kind-hearted. Here I wrote down two sentences: "Matthew, __________ (dress up) with a white collar and driving in a buggy, was something that didn't happen often." I also like the vivid description of Marilla's hair, and I paraphrased it a bit: "__________ (twist up) in a hard little knot behind with two hairpins __________ (stick) aggressively through it, Marilla's hair showed some gray streaks ..."

Mr Clark: That's marvellous! Thank you, Nancy. How about you, Sue?

Sue: Well, after __________ (read) the first four chapters, I like Anne very much. I'm curious why she's so talkative ... I wrote down a few words about her __________ (wait) for Matthew at the train station. I rewrote it a little: "__________ (wear) an old brown sailor hat, Anne waited at the station anxiously, __________ (worry) nobody would ever come for her at all."

Mr Clark: Well done, Sue. Thank you. Next, ...

REFLECTING

- What did you learn about the journey across Canada?
- What else do you want to learn about journeys across vast lands?
- What was the most interesting thing that you learnt in this unit?
- What problem did you have in learning this unit?
- Overall, I thought this unit was ◯ interesting ◯ useful ◯ so-so ◯ difficult.

*Project: Prepare for a journey across a vast land

It is said that a person who travels far knows more. Therefore, you and your friends want to plan a summer holiday journey across some vast land in order to learn more about the history, culture, and traditions about the country and the world.

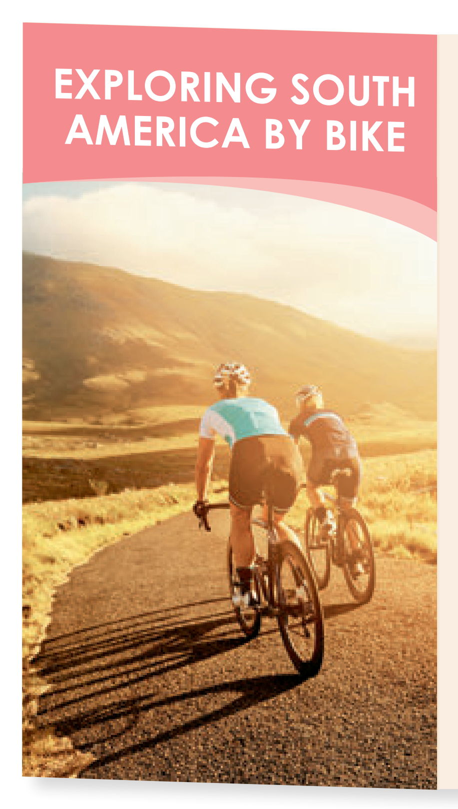
1 In groups, discuss these questions.

- What vast land would you like to travel across?
- How can you make such a trip?
  - by rail
  - on foot
  - by air
  - by boat
  - on a bicycle
  - other?
- Which kind of transport would you like to use? Why?

2 In groups, assign people to research the following:

- one or more possible routes across the vast land, and the places you could visit
- how much time the journey will take
- the supplies and equipment you will need for the trip
- what history, culture, customs, traditions, etc. you would like to learn about along the way
- fun activities that you could do on the way, such as mountain climbing, parasailing, or learning about some ethnic food
- the difficulties and challenges you may come across and how you could overcome them
- how you can record your trip so you can share your adventure with others

EXPLORING SOUTH AMERICA BY BIKE



Come with us on an amazing eight-month bicycle journey across South America, sleeping under the stars and using the sun as our guide!

- Countries: Colombia, Peru, Bolivia, Chile, and Argentina
- Start: Cordoba, Colombia
- End: Tierra del Fuego, Argentina
- Distance: almost 10,000 kilometres
- Highlights: jungles, deserts, high mountain ranges, wide open plains, and the most wonderful people in the world
- What you need: a strong bike, a good backpack, lots of energy, and a spirit of adventure



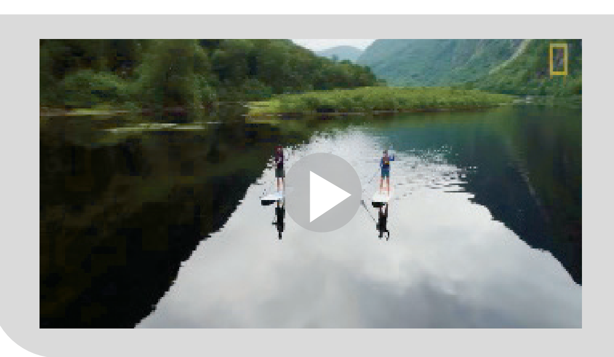
Some useful tips for a long-distance cycling trip

- Choose a route that has little or no traffic.
- Wear cycling clothes that are suitable for the weather.
- Always wear your bicycle helmet.
- Prepare enough food and water for meals and quick snacks.
- Ensure you have a basic repair and maintenance kit.
- Wear bright clothing so that cars can see you.
- Never ride at night.

3 Now give a presentation to the class, where the key aspects of your adventure will be explained by the members of the group responsible for each part.

4 The class should then vote on the most interesting and exciting idea.

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Exploring Quebec

In this video, filmmakers Andy Maser and Tahria Sheather stop by Quebec during their trip across the vast country of Canada.

BEFORE YOU WATCH

1 Discuss these questions with your partner.

1 Would you like to stop for an in-depth tour of a place during your journey across a vast land? Why or why not?

2 If yes, what kind of place would you choose to tour?

2 Choose the right description for each photo from the video.

____ the culinary scene ____ Quebec City ____ St Lawrence River ____ wilderness

1 2 3 4

WHILE YOU WATCH

1 Answer the following questions using the information from the video.

1 What activities do you see in the video?

☐ having a barbecue	☐ building a fire	☐ climbing	☐ camping
☐ eating and drinking	☐ going to the beach	☐ bike riding	☐ hiking
☐ listening to music	☐ paddleboarding	☐ playing tennis	☐ water skiing

2 What does Quebec City "bring to mind"?

2 Complete these quotes with the words you hear in the video.

1 This city is old, __________, actually.

2 After the long, cold winters, summer is __________.

3 Even in this old city, we were down to try something new … Maybe not __________.

4 We ate some strange things, but it was __________.

AFTER YOU WATCH

Discuss the following questions in groups.

1 If you were taking a journey across Canada, would you stop to explore Quebec? Why or why not?

2 Are there any places in China like Quebec? In what way are they similar? How are they different?

UNIT 5 FIRST AID



It's a great honour to save a life.

— Leigh Bardugo

In this unit, you will

1. read about the first aid for burns and a story about an emergency situation.
2. listen to an emergency call and make a similar call for help.
3. write a story about first aid.
4. learn about how the Red Cross was founded and what it does.

Look and discuss

1. What is the girl on the right doing in the photo?
2. Have you seen this technique used before? Do you know how to do it?
3. Do you think it's important for the students to learn this? Why?

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Learn about first aid for burns

1 Before you read, discuss these questions in groups.

1 What first-aid **techniques** do you know of?
2 If someone you know suffered a burn, what would you do?

2 Look through the text and identify its style and language features. Then tick its text type from the list below.

____ advertisement
____ hospital leaflet
____ newspaper article
____ blog post
____ email
____ short story



Understand text types

Different kinds of texts can be identified by their style of writing and language features. By understanding the text type of a piece of writing, you can better understand its purpose. You can also better understand where to find information in the text, and what kind of information it is likely to contain.

FIRST AID FOR BURNS

The skin is an essential part of your body and is its largest **organ**. Your skin acts as a barrier against disease, toxins, and the sun's **rays**. It also helps control your body temperature, prevents your body from losing too much water, warns you when things are too hot or cold, and gives you your sense of touch. As you can imagine, getting burnt can lead to very serious injuries. The first and most important step in the treatment of burns is giving first aid.

CAUSES OF BURNS

You can get burnt by a variety of things: hot liquids, steam, fire, **radiation**, the sun, electricity, **acids**, or other chemicals.

TYPES OF BURNS

Burns are divided into three types, depending on the depth of skin damage.

- **First-degree burns** These affect only the top few **millimetres** of the skin. These burns are not serious. Examples include mild sunburn and burns caused by other **minor** household incidents.
- **Second-degree burns** These go below the top layer of the skin. They are serious and take a few weeks to get better. Examples include burns caused by hot liquids.
- **Third-degree burns** These affect every layer of the skin, and sometimes the tissue under it. Examples include burns caused by electric shocks, burning clothes, or petrol fires. These burns cause very severe internal injuries and the **victim** must go to the hospital at once.

CHARACTERISTICS OF BURNS

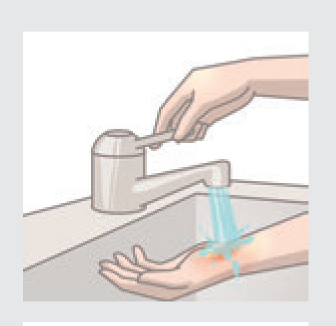
First-degree burns
- dry, red, and mildly swollen
- mildly painful
- turn white when pressed

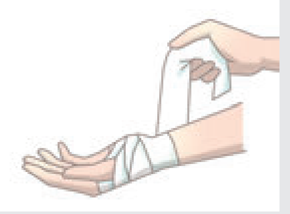
Second-degree burns
- red and swollen; blisters; watery surface
- extremely painful

Third-degree burns
- black and white
- swollen; the tissue underneath can often be seen
- little or no pain if nerves are damaged; may be painful around the edges of the burn

FIRST-AID TREATMENT

1 Place burns under cool running water, especially within the first ten minutes. The cool water stops the burning process and reduces the pain and swelling.
2 Dry the burnt area gently with a clean cloth.
3 Remove any clothes using scissors if necessary, unless you see the **fabric** sticking to the burnt skin.
4 Cover the burnt area with a **loose** clean cloth. Applying oil to the injured areas is a bad idea, as it will keep the heat in the wounds and may cause infection.
5 If burns are on the face, make sure the victim can still breathe.
6 If the victim is suffering from second or third-degree burns, there is an **urgent** need to take him/her to the hospital at once.





3 Read again and decide if the following statements are true (T) or false (F).

1 Your skin gives you protection from many dangerous things. T☐ F☐
2 A first-degree burn has this name because it is the most serious. T☐ F☐
3 Second-degree burns can be the most painful kind of burn. T☐ F☐
4 It is important to use cool water to stop the heat from remaining in the wound regardless of the degree of the burn. T☐ F☐
5 Putting butter or oil on burns helps because it may reduce swelling and **ease** discomfort. T☐ F☐

4 Complete the table to summarise the information about first aid for burns.

Details	Types		
	First-degree burns	Second-degree burns	Third-degree burns
Depth	________ of the skin	________ of the skin	________ of the skin and sometimes ________ underneath
Characteristics	dry, red, and mildly ________; mildly ________; turn ________ when pressed	red and swollen; ________; ________ surface; extremely ________	black and white; swollen; ________ can often be seen; little or no pain if ________ are damaged
Treatment	place under ________ within the first ten minutes → ________ the burnt area → ________ clothes → ________ the burn → burn on the face: make sure the victim can ________ → second or third-degree burn: take the victim to ________		

5 In groups, discuss the following questions.

1 How are people most likely to get burnt?
2 What steps can be taken to help prevent these burns?
3 What other advice do you know of about first aid for burns? Is it good advice or bad advice? Why?

Build up your vocabulary

1 Write a word you have learnt in this unit before each definition.

1 ______ a part of the body that has a particular purpose, such as the heart or the brain
2 ______ a chemical, usually a liquid, that has a pH of less than seven
3 ______ one thousandth of a metre
4 ______ energy sent out in waves
5 ______ material used for making cloth, curtains, etc.
6 ______ a person who has been attacked, injured, or killed

2 Choose the right word(s) from A–C to complete each short conversation.

1 A: The price for this car? Fifteen thousand dollars out the door! What a deal!
B: Well, if the car hadn't been in an accident, that would be a good price, but it has a few ________ problems.
A slight B minor C tiny

2 A: Ouch! My leg really hurts!
B: Why don't you take some medicine to ________ the pain?
A reduce B relax C ease

3 A: Have you treated any real emergencies in your first-aid course at the Red Cross?
B: Well, they let us ride along with some paramedics. Once, we gave first aid to a ________ of a traffic accident before rushing him to the hospital.
A victim B patient C sufferer

4 A: Did you hear that three people died in a fire last night?
B: What a terrible ________! How did it happen?
A accident B incident C occasion

5 A: Can I see you for a moment?
B: Is it a matter of ________?
A urgency B emergency C seriousness

3 Read the passage about chemical burns and fill in the blanks with the correct forms of the words in the box.

incident	loose	urgent	organ	acid	victim

A chemical burn occurs when your skin or eyes come into contact with an ________ or other chemicals. Such ________ can be very dangerous and require ________ attention. Chemical burns can even affect your internal ________ if the chemicals are swallowed. First aid should be given to chemical burns immediately. For example, **wrap** the burnt area ________ with a clean cloth if possible. It is important to send the ________ to the hospital right away if he or she is severely burnt.

Discover useful structures

1 What is the function of the *-ing* form in each sentence below? Can you express the same ideas without using the *-ing* form?

1 As you can imagine, *getting* burnt can lead to very serious injuries.
2 The first and most important step in the treatment of burns is *giving* first aid.
3 It is best to place burns under cool *running* water, especially within the first ten minutes.
4 Remove any clothes *using* scissors if necessary, unless you see the fabric *sticking* to the burnt skin.
5 You can protect the burnt area by *covering* it with a loose clean cloth.

2 Replace each underlined part with a suitable *-ing* form and rewrite the sentence as necessary. Work with a partner and summarise the different structures of the *-ing* form. When is each one used?

1 When <u>he got</u> out of the bathtub, he **slipped** and fell on the floor.
2 Is there any reason <u>why we are not going to have</u> the first-aid training this week?
3 <u>She had been told</u> about the risk of electric shocks and this made her very careful while using hairdryers.
4 <u>Because the child was not watched</u> carefully by his parents, he touched a hot iron and burnt his finger.
5 After <u>she had been bitten</u> by **mosquitoes**, she applied some medicine to her skin.

3 Complete the passage with the correct forms of the given words. What happened to Mrs Taylor?

Mrs Taylor was an **elderly** woman ________ (live) alone. One day, she was in her living room cleaning the windows, when suddenly she could no longer feel the right side of her body. ________ (try) to walk to her sofa to sit down, she fell over onto the **carpet**. Then she realised that she could not get up, and that she was having trouble ________ (breathe). Fortunately, she had her mobile phone with her, and she was able to reach it with her left hand while ________ (lie) on the floor. Her mobile phone ________ (already, set up) to call an emergency number at the push of a button, so it was easy to call for help. While attempting to talk to the **operator**, Mrs Taylor discovered that she could not speak. ________ (not, hear) an answer, the operator knew that Mrs Taylor must be in trouble. Telling Mrs Taylor that everything would be OK, she immediately sent an **ambulance**. After ________ (arrive), the ambulance team quickly found Mrs Taylor and without **delay** gave her oxygen, put in an IV **needle**, and checked her vital signs. ________ (take) to the hospital and treated immediately, Mrs Taylor was no longer in great danger, though she had to stay in the hospital **ward**. After a week, her ________ (frighten) experience was over, and she was allowed to go home.

4 Work in pairs and discuss the following questions.

1 What should people do when facing a frightening experience like Mrs Taylor's?
2 What are some risks that elderly people may encounter when living alone?
3 What can we do to help prevent elderly people from taking unnecessary risks?

Learn to call emergency services

1 In groups, try to match the countries with the emergency numbers.

Countries	Numbers
Australia ________	119
Canada ________	112
China ________	120
Japan ________	111
Most European countries ________	000
New Zealand ________	911
South Korea ________	999
the UK ________	
the US ________	

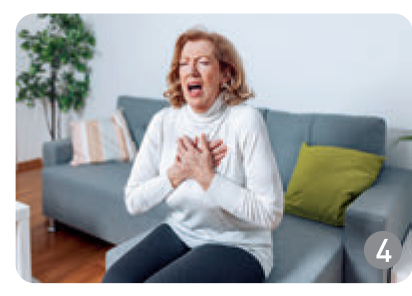
2 Match the pictures below to the medical emergencies, and then discuss the questions in groups.

____ heart attack ____ drowning ____ sprained ankle

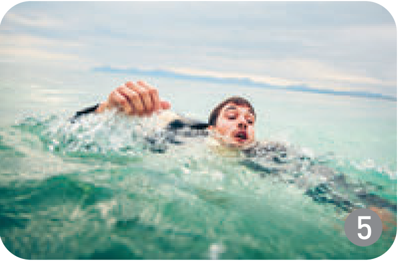
____ poisoning ____ bad cut/bleeding


1


2


4


3


5

1 Have you ever called 120? If so, what happened?
2 Would you call 120 for the medical emergencies above? How would you describe the situations?
3 What are some other medical emergencies that you would call 120 for?

3 Listen to a 999 call in England and answer the questions.

1 Why did the boy call 999?
2 Who else was in the room with the boy and his grandfather?
3 How did the boy describe the old man's condition?
4 Among the medical emergencies in Activity 2, which do you think the boy's grandfather suffered from?

4 Listen again. Number the following instructions the operator gave.

_____ Press down, twice a second.
_____ Check to see if there is food in his mouth.
_____ If your mother needs a break, change places.
_____ Put him on his back.
_____ Remove any pillows.
_____ Tell your mum to put her hand in the middle of his chest.

Follow instructions

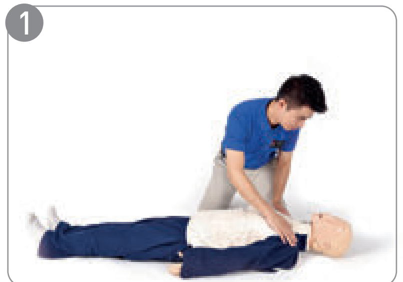
When giving commands, people usually use the imperative. It's simple and clear. To help the listeners follow what to do next, they use words such as *first*, *next*, *then*, *after that*, and *finally*. When listening to instructions in English, you should

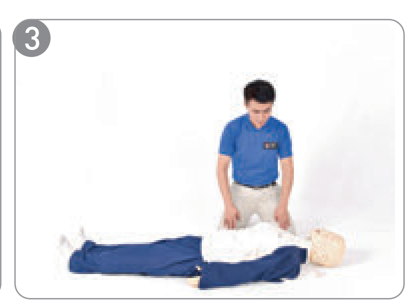
- listen carefully and don't **panic**.
- follow the order of the instructions given to you.
- answer any questions simply and directly when asked.

5 In groups, discuss the following questions.

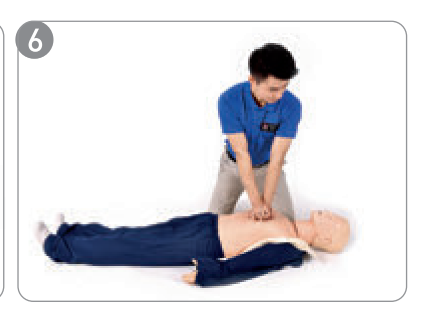
1 How did the operator keep the boy calm?
2 What did the operator do to make this call a success?
3 What do you think happened after the ambulance arrived?

6 The pictures below show what to do to rescue someone from drowning. In groups, discuss what is going on in each picture. Use the words given below.

1

2

3

4

5

6


Giving first-aid instructions for rescuing a drowning victim

lay the victim on his back	pat his shoulders
check for a response	check to see if he is breathing
call for an ambulance	lift up his chin
remove any grass or sand from his mouth	perform CPR
perform mouth-to-mouth rescue breathing	cover his mouth
blow air in	push down on the centre of his chest

7 In pairs, role-play an emergency call. One of you will be the friend of a drowning victim, and the other will be a telephone operator giving first-aid instructions. Use the pictures and useful expressions above to help you.

Share your story about providing first aid

1 Read the article and then put A–E in the correct places in the text.


Zhang Tao's friend slapping him on the back


Chen Wei performing the Heimlich manoeuvre


How to help a choking child (under 1 year old)

Chen Wei, a high school student in Beijing, had his dinner **interrupted** when he heard someone **screaming** from another table. A **fellow** diner at the restaurant, Zhang Tao, was **choking** on some **steak**. He was now holding his throat with his face turning red, while his **desperate** friends were slapping him on the back.

______________________________. He got up and ran to Zhang's table at once. With the help of Zhang's friends, he was able to help Zhang to his feet. Then, standing behind Zhang, Chen did the Heimlich manoeuvre. The food was instantly forced out, and Zhang began to breathe again. Ten minutes later, an ambulance arrived. The doctors checked Zhang and made sure that he was fine. They suggested he eat more slowly and take smaller bites before they left.

______________________________, leaving no time for an ambulance to arrive. To solve this problem, in 1974, an American doctor, Henry Heimlich, created the Heimlich manoeuvre, saving thousands of lives around the world. Doing the Heimlich manoeuvre is quick, **practical**, and easy. It is so easy, in fact, that almost anyone can learn how.

______________________________. Then, make sure that the victim is really choking: A choking person cannot speak. Slapping the victim's back will often force out the obstruction. If this does not work, you can perform the Heimlich manoeuvre by standing behind him and wrapping your arms around his waist. Make a **fist** with one hand and place it in the upper part of his stomach. **Grabbing** your fist with your other hand tightly, push up and into his stomach in one **motion**. Continue doing this until the obstruction is forced out.

______________________________, as you may hurt him. Instead, lay the child face down on your lap with the head lower than the rest of his body, and then give firm slaps to his upper back until he can breathe again.

______________________________. You cannot just stand by and do nothing. Luckily, Chen had learnt how to give first aid in school. Seeing Zhang choking, he remained calm and reacted immediately. Chen later said about the incident, "How could I **justify** sitting there and doing nothing? We are all humans and we all have a responsibility to look after one another's **welfare**."

A Choking victims usually have only about four minutes before they **collapse** and sometimes die
B If you see someone choking, first call the emergency services
C Chen wasted no time
D With choking victims, every minute counts
E Doing the Heimlich manoeuvre on a small child is not recommended

2 Read the article again and choose the correct words to complete the sentences.

1 Chen Wei was a friend/complete stranger to Zhang Tao.
2 When Chen Wei reached Zhang Tao, Zhang Tao was sitting on the chair/standing.
3 The Heimlich manoeuvre is quite easy/difficult to do.
4 You will know that the victim is choking if he cannot speak/stops breathing.
5 To help a small child who is choking, you need to lay the child face up/down on your lap and slap his upper back.
6 Chen Wei was able to save Zhang Tao because he learnt the Heimlich manoeuvre at school/from a first-aid manual.

3 Reread the article, and then answer the questions below.

1 Part 1:
- Who were the people involved?
- What happened?
- Where did it happen?

2 Part 2: What did Chen Wei do?
3 Part 3: How does the story end?
4 What purpose does the quote at the end of the essay serve?



Write a narrative essay

A narrative essay tells a story. Like all good stories, it has three parts: the set-up, the conflict, and the conclusion. The set-up tells you about *who*, *what*, and *where*. The conflict always involves a challenge or difficulty that the characters face. The conclusion is the end of the story, where the problem in Part 2 has been solved.

4 Use what you have learnt to write a narrative essay that shares a story about providing first aid.

1 Work in pairs. Discuss your experiences of giving first aid in an emergency. If neither of you have any experiences, discuss stories you have read or heard about, or think up a situation.
2 Write an outline of the three parts in your story. Then think of a good quote to sum things up.
3 Write your narrative essay.

5 Exchange your draft with your partner. Use this checklist to help you revise the draft. Then take back your draft and revise it using your partner's comments.

✓ Is the narrative essay clear?
✓ Does it have three parts?
✓ Does the first part tell you about *who*, *what*, and *where*?
✓ Does the second part show a conflict?
✓ Does the third part give the conclusion?
✓ Is there a good quote to sum things up?
✓ Are the details of the story easy to understand?

6 Put up your narrative essay in the classroom or read it to your class.

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Assessing Your Progress

1 Circle the correct word in each sentence.

1 The cloth/fabric of this bag is soft and light. What is it made of?
2 The Red Cross is looking for volunteers who are concerned about the welfare/happiness of their fellow men.
3 When Lisa noticed the fire, she rushed to grab/grasp the fire extinguisher outside the door of the flat.
4 These trousers are too loose/lose—I'm having trouble keeping them up.
5 After the theft, the police were called to investigate the accident/incident.
6 I heard desperate/serious cries for help when I walked past that old building. I reacted quickly by rushing into the building.
7 John's alarm didn't go off, so he slept in and was awoken by the radiations/rays of sunlight coming in through his window.

2 Complete the passage with the correct forms of the verbs in the box. Why did the accident occur? How should we try to avoid accidents in life?

get	return	ride	sit	slow	throw	try	turn	walk	want

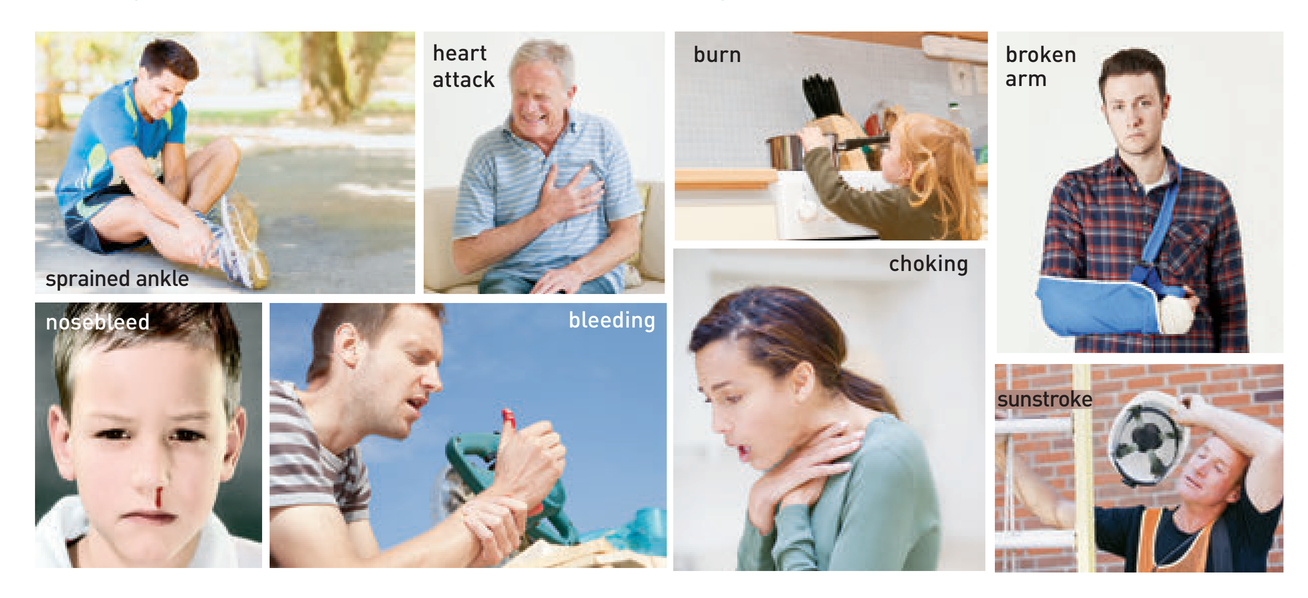
_________ for long hours every day in an office for several years, Nancy Jones felt that she was getting out of shape and decided that she needed to get some exercise. So, instead of going to and from work every day by bus, she started riding a bike because _________ was an enjoyable activity for her. One night she had to work till late and it was **foggy** outside when she left the office. Her bike did not have a light, so _________ home by bike would be dangerous. _________ (not) to risk having her bike stolen, however, she decided to ride it home anyway. The first few kilometres had plenty of street lights, but _________ onto a side road in the **suburbs** she found herself in the dark. _________ down, she tried to see in front of her, but it was impossible. Then without warning, her bike hit a rock, _________ her to the ground. _________ to get up, she discovered that her ankle was broken. Unable to stand or walk, she found herself in alarming pain. Fortunately, she was able to call an ambulance with her mobile phone, and they took her to a hospital. However, it was several months before her ankle recovered and she found _________ easy again. _________ a gym **membership** near her office, Nancy decided that there were other ways of keeping fit.

REFLECTING

- What did you learn about first aid that you didn't know before?
- What do you think we should be like if we want to work as a first-aid doctor or volunteer?
- What could we do to warn people of various dangers and to prepare them for different emergencies?
- Has the unit encouraged you in any way to want to look after the welfare of others?
- Overall, I thought this unit was ◯ interesting ◯ useful ◯ so-so ◯ difficult.

*Project 1: Learn and teach others about first aid

1 In groups, choose one of the medical emergencies in the photos below.



2 Research how to perform first aid for that medical emergency.

3 Make an instruction leaflet for giving first aid for that emergency. Include illustrations for any points that are not clear.

4 Combine all the leaflets to make a first-aid manual for your class.

*Project 2: Make your own first-aid kit

1 With a partner, research what should be included in a first-aid kit, how the items in the first-aid kit should be used, and in which emergencies they should be used.



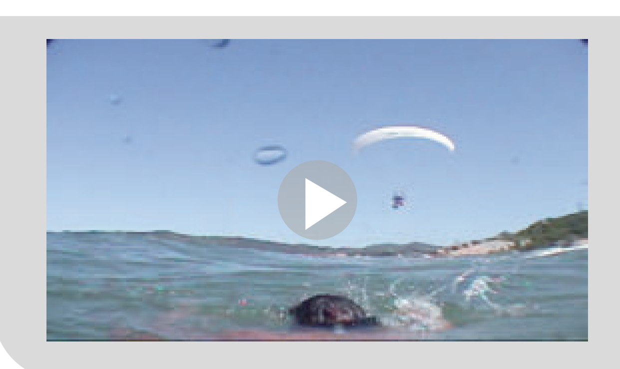
2 Collect the items and put them in a box or container that is easy to store and find. In most cases, the items for a first-aid kit can be bought cheaply at a pharmacy.

3 Draw up an information sheet to go in the first-aid kit. It should include emergency phone numbers, a list of the items, and an explanation of how to use the items. Use the table below to help you.

Emergency phone numbers			
Items		When to use	How to use
1			
2			
3			

4 Present your first-aid kit to the class. Introduce and explain the use of each item.

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Para-Life Rescue

The paramotor was originally invented for sports and leisure, but these days it is saving lives. In this video, Ruy Marra tells about his rescue experience using a paramotor and his beach safety business.

BEFORE YOU WATCH

Complete the sentences with the correct words.

A paramotor | A life preserver | Copacabana Beach | Ruy Marra

1 ____ is a type of aircraft with a lightweight engine and a large propeller strapped to the pilot.
2 ____ is in Brazil.
3 ____ is a man who started the Para-Life rescue service business in 1995.
4 ____ is something that can be worn in the water to prevent you from sinking.

WHILE YOU WATCH

1 Decide if the following statements are true (T) or false (F).

1 Marra has a staff of twenty people working for him. T ☐ F ☐
2 Marra's company has saved the lives of more than eighty people. T ☐ F ☐
3 Marra did not need government approval to set up his company. T ☐ F ☐
4 Marra communicates with the paramotor pilots through two-way radios. T ☐ F ☐
5 A rip current is a dangerous flow of water that moves away from the beach. T ☐ F ☐

2 Number the following steps in the correct order.

____ The pilot calls the lifeguards.
____ The pilot manoeuvres close enough to drop the life preserver to the swimmer.
____ The pilot sees a victim.
____ Para-Life pilots strap themselves into the paramotor.
____ The pilot then continues to fly above the victim until the lifeguards arrive.
____ The pilot flies against the wind to reduce flight speed.

AFTER YOU WATCH

Discuss the following questions in groups.

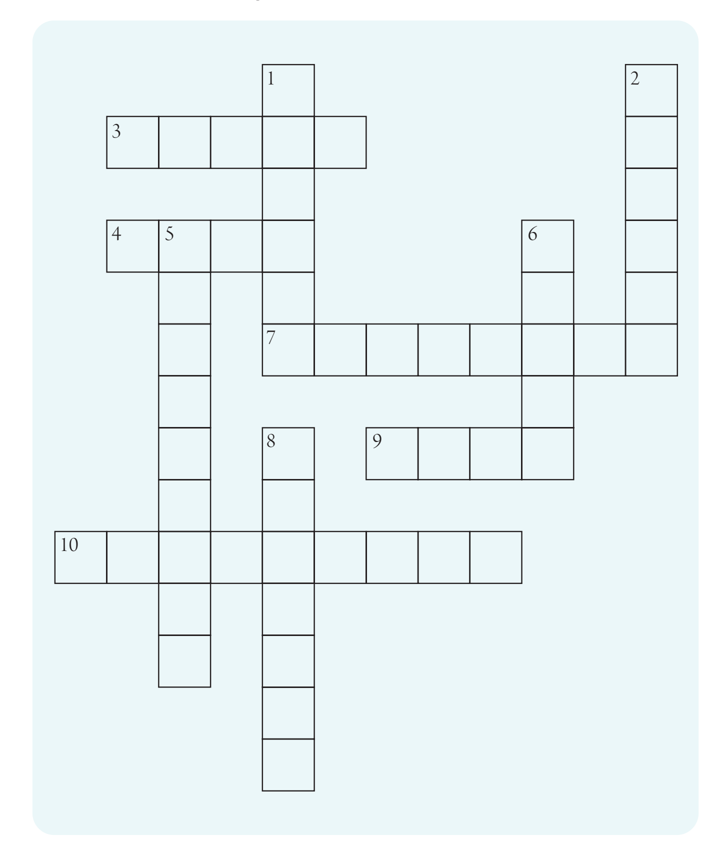
1 What are some advantages of paramotors over traditional forms of water rescue? What are some disadvantages?
2 As a business, how might the Para-Life rescue service make money? Is it right to charge victims for rescue? If so, how much should they be charged? What if they cannot pay?
3 What other interesting or new kinds of rescue are there? How do they work?

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Using Words and Expressions

1 Complete the crossword puzzle according to the clues given.

1 having a natural ability to do sth well
2 to deal with
3 hard or firm
4 to throw sb/sth somewhere with force
5 a person who helps sb else in his/her job
6 to think that sb is responsible for sth bad
7 to become less in number or amount
8 a weapon that travels through the air and explodes when it reaches its target
9 not mixed with anything
10 to change the form of sth



2 What do you think a great scientist needs most? Rank the following in order of importance and compare your list with your partner's.

- theoretical background
- professional knowledge
- leadership
- imagination
- determination
- logical reasoning
- research methods
- talent
- devotion
- creativity
- inspiration
- statistical ability

3 Complete the passage with the correct forms of the words below.

initial prove link shift gifted astronomer subscribe outstanding

Edwin Powell Hubble, born in 1889 in Marshfield, Missouri, spent his early years in the state of Kentucky. Afterwards, he moved with his family to Chicago and attended the University of Chicago, where he studied mathematics and astronomy and soon proved to be ____________ in these subjects. At the Mount Wilson Observatory, Hubble studied objects within our own galaxy using a telescope with a mirror of one hundred and fifty-two centimetres in diameter. His ____________ discovery was the finding of a Cepheid variable star (造父变星) in the outer area of a nebula (星云). He ____________ that nebulae were galaxies themselves, and thus, astronomers now ____________ to the view that distant galaxies do exist. He then made more observations of forty-six galaxies that were travelling away from Earth with speeds that were ____________ directly to the galaxies' distance from Earth. Hubble discovered the scientific rule—now called "Hubble's Law"—that the farther away a galaxy is, the greater its speed. As one of the most important ____________, he devoted himself to galaxies, which led to many ____________ discoveries in the fields of extragalactic astronomy and observational cosmology. Hubble's efforts led to a(n) ____________ in the understanding of how our universe works and develops.

Using Structures

1 Complete the following ideas by famous scientists with a word or expression that introduces a predicative clause.

as though	because	that
what	whoever	why

1 Research is ____________ I'm doing when I don't know what I'm doing.
(Werner von Braun)

2 The saddest aspect of life right now is ____________ science gathers knowledge faster than society gathers wisdom.
(Isaac Asimov)

3 An expert can be ____________ has made all the mistakes that can be made in a very narrow field.
(Niels Bohr)

4 … when different experiments give you the same result, it is no longer subject to your opinion. That's the good thing about science: It's true whether or not you believe in it. That's ____________ it works.
(Neil deGrasse Tyson)

5 This applied science, which saves work and makes life easier, brings us little happiness. That is ____________ we have not yet learnt to make sensible use of it!
(Albert Einstein)

6 There are only two ways to live your life. One is ____________ nothing is a miracle. The other is ____________ everything is a miracle.
(Albert Einstein)

2 Complete the conversations using noun clauses as the predicative.

1 A: Papermaking, printing, gunpowder, and the compass are the four great inventions of ancient China. They are significant contributions of the Chinese nation to the world.
B: Sure, they are. What I want to know though is ____________
____
____________.

2 A: The ancient Chinese were the first to invent paper and printing. Then they went on to invent books and had opened bookshops in many cities.
B: What I'm curious about is ____________
____
____________.

3 A: The compass is a special invention of ancient China, dating back to as early as the Warring States Period.
B: Yes. It seems ____________
____
____________.

4 A: Gunpowder was originally used for making fireworks.
B: But what surprises me is ____________
____
____________.

5 A: After the discovery of medicine, acupuncture was invented in China. Acupuncture is a treatment which doesn't involve any drugs. Very thin needles are put in certain parts of a person's body.
B: Really? What puzzles me is ____________
____
____________.

6 A: High-speed trains, mobile payments, the bike-sharing system, and online shopping are considered by some as the new "four inventions" of China.
B: Is that so? I feel/It seems ____________
____
____________.

Listening and Speaking

1 Discuss what you know about the following two topics.

- China's *Jiaolong* submarine
- China's quantum computing machine

1 Why are these two achievements important?
2 When did these achievements occur? What records were set?

2 Listen to two news reports and check your answers to the questions in Activity 1.

3 Listen again and complete the news articles according to what you hear.

China Sets Record with Deep-Sea Dive



27 June 2012 China became the ______________ to send a manned submarine into the deep sea when its ship, the *Jiaolong*, reached a depth of ______________ in the Pacific Ocean's Mariana Trench. Three men, ______________, Liu Kaizhou, and Yang Bo, took part in this ______________ mission. They spent ______________ on the ocean floor. While there, they ______________ and conducted research. Only two other submarines have succeeded in diving deeper into the ocean. In the future, this ______________ submarine will be used for a ______________ of the Pacific, Atlantic, and Indian Oceans.

China Creates World's First Quantum Computing Machine



3 May 2017 Chinese researchers ______________ and his colleagues announced that they had created the world's first quantum computing machine. Regular computers, at their most basic level, process data as a series of ______________, which limits how fast they can run. The new machine, however, uses photons (光子), which allows it to ______________ 24,000 times quicker. The researchers have not been able to create a ______________ quantum computer yet. Pan believes that this may take another ______________.

4 In groups, make a short summary of each news story. Use the questions below to help you.

1 What information must you include in each summary?
2 What information can you leave out?
3 How can you explain difficult ideas in a simple way so that others can understand?

5 Brainstorm other important scientific or technological achievements that China has made recently.

6 In pairs, practise summarising one or two of these achievements. Imagine that you are telling readers from other countries about them.

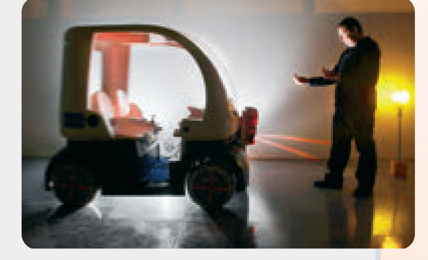
Reading and Writing

1 Read the passage and choose the correct answer to complete the statement.

AI AND HUMAN BEINGS

Is it possible to make machines think like humans? This is one question in research in the field of Artificial Intelligence, or "AI". To think like a human, it involves feelings, morality, hopes, and dreams. Humans are capable of making decisions by themselves without input from others, and they can learn from experience. In addition, humans are able to create things from their own inspiration for their own pleasure. The question is whether machines can ever really think in all these aspects.

The idea of a computer that is all-powerful and can think and make decisions for itself terrifies many people. In some films, AI even decides that all humans must be killed. Many people are also concerned that AI will be used to replace humans.



Yet others are comforted by the thought of AI. Maybe with AI, robots can be made to replace loved ones who have died. Today, the creation of an all-powerful computer capable of human thought is still in progress. We have companion robots, and it is likely that they will grow more important in our lives as time goes by. However, the need for such robots does not seem to be as critical as our need for intelligent machines that can solve problems by learning from their observations and experience.



For example, AI is already being used with great success in Internet search engines and as a personal assistant in our smartphones. It learns from our habits to help us find what we want and like. AI is also used to diagnose problems and suggest solutions. Researchers are also experimenting with the use of AI in driverless cars which can sense their surroundings and decide on the best way to reach a destination. It is also being used in education, particularly in online courses. Furthermore, industries that use robots for repetitive or dangerous work often turn to AI to manage these electronic workers. In addition, virtual assistants are also being used in some homes today. In the near future, it is likely that AI will be used to manage smart homes and handle an even greater variety of tasks such as setting out favourite clothes and helping us with our personal grooming.

The AI of today has already proven its superiority to humans in many areas. Do you think that we can create a robot that thinks like a human or one that is even more intelligent? If so, is there truly a difference between AI and a human?

According to the author, we ________ AI machines that think like humans in every way.

A know that we can make **B** don't know if we can make

C have already made **D** will never make

2 Answer the following questions using the information from the passage.

1 Which of the following attributes of human thought does AI have now?

☐ creativity ☐ problem-solving ability ☐ feelings ☐ hopes

☐ learning ☐ independent thinking ☐ morality ☐ dreams

2 Why are many people concerned about AI? What do some people hope AI will be able to do in the future?

3 Discuss the questions in groups.

1 What do you think AI will be able to do in the future?

2 What possible benefits or problems will AI bring us?

4 Write about how science and technology has influenced your daily life.

1 In groups, talk about your average day from morning until night. Fill in the table below with your notes.

What technology do you use every day?	
What technology affects you in your daily life, either in a good way or bad way?	
Which of this technology is old (e.g., the microwave oven), and which is new (e.g., the smartphone)?	
What would your daily life be like without this technology?	

2 Choose one kind of technology from your discussion and use your notes to write an essay about its impact on your daily life. You can start your essay like this:

Every day, I use all kinds of technology. I begin my day by using …



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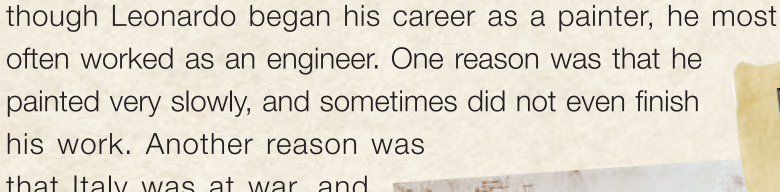
*Expanding Your World



Everyone is quiet as they enter the narrow room. The crowd ignores the many beautiful paintings on the walls and pushes to the room's far end. There, they gaze at a single small painting of a smiling woman. So many people have crowded in to have a look at the painting that most can only get a quick look at it. Then they are forced to move on.

This painting is *the Mona Lisa* created in the early 16th century by the Italian painter Leonardo da Vinci. It was kept away from the public until 1797, when it was put on display at the Louvre Museum in Paris. Art critics only first began to notice the painting in the 1850s. Then, in 1911, the painting was stolen. By the time the painting was finally recovered in 1914, it had become an international sensation. Many agreed that it was one of the greatest paintings ever made, by one of the world's greatest painters.

Even as a young boy, da Vinci showed promise as an artist. When he was fourteen years old, he was sent to learn art in Florence, Italy. He trained for seven years, and then struck out on his own, working for wealthy men throughout Italy, and later for the king of France. Even though Leonardo began his career as a painter, he most often worked as an engineer. One reason was that he painted very slowly, and sometimes did not even finish his work. Another reason was that Italy was at war, and people needed engineers





to help build city defences more than they needed artists. However, even though da Vinci worked as an engineer, he still found time to paint, creating some of his greatest artworks during this period.

After da Vinci's death, it was discovered that he had kept many notebooks describing and illustrating his work, his inventions, and his scientific research. While his notebooks were collected and prized by the kings of Europe, none of them were published until the late 19th century. Until then, few people had had any idea what they contained.

As it turned out, his notebooks are an amazing treasure box of drawings of people, animals, plants, and fantastic inventions, such as airplanes, tanks, robots, and diving equipment. Then, there are accurate studies of the human body, showing bones and muscles with such detail that would not be seen elsewhere for four hundred years. Along with these drawings are notes describing his work. Oddly, many of these notes are written backwards: You have to hold them up to the mirror in order to read them. Many of these notes are scientific in nature, involving his research in many different fields. His notebooks show that he was not only the greatest artist of his time, but the greatest scientist as well.

This raises the question: What was more important to da Vinci, science or art? Da Vinci once said, "Practice must always be founded on sound theory ... The painter who draws merely by practice and by eye, without any reason, is like a mirror which copies everything placed in front of it but does not know those things exist." Here, "reason" means an understanding of what is being painted. In da Vinci's mind, before he could paint something, he had to examine it, take it apart, and even see how it worked. Thus, his scientific research served his art.

Yet, this is too simple of a picture of the man. Da Vinci was always full of excitement to explore, to discover, and to create. He saw no division between art, invention, and science—they were all a part of his wonderful new world of discovery. Thus, some of da Vinci's paintings were really science experiments, in that they used new chemicals and processes from his research. At the same time, his scientific drawings are considered beautiful pieces of art in their own right, and many of them were created to help him understand what he was painting. Da Vinci's desire to create and his interest in the world around him drove both his art and his science.

So what can we learn from this? Few of us will ever be as gifted and intelligent as da Vinci. Yet, all of us can learn from his spirit. We can produce things of beauty, create new inventions, and increase our scientific knowledge. Furthermore, we can be creative in solving difficult problems. While none of us may ever be able to paint something as beautiful as *the Mona Lisa*, we can all do our small part to make the world a better place.

Using Words and Expressions

1 Change the following verbs to nouns. What suffixes did you add? Can you think of other suffixes for nouns?

present ______	expect ______
cooperate ______	motivate ______
qualify ______	participate ______
apply ______	adapt ______
acknowledge ______	involve ______
require ______	encourage ______
depart ______	expose ______

2 Replace the underlined parts with suitable phrases you have learnt in this unit. For each sentence, which way of expressing the idea do you prefer?

1 The staff in the hotel did their best to provide the guests with good service. Everyone staying there felt comfortable and relaxed.

2 My friend bought medical insurance before she went to study abroad. She knows that it is really expensive to see a doctor in a foreign country.

3 In the school I am studying at now, the teachers encourage students to express their opinions openly and make sure their voices are heard.

4 Don't think that I was unfair. I only supported whoever was right.

5 These days he doesn't have much spare time because he is busy with preparing for the final exams.

3 Translate the following sentences into English using the words and phrases in brackets.

1 受到叔叔的鼓励，他答应在国外努力学习，不辜负家人的期望。（motivated, expectation）

2 据我所知，这家公司开销远超预算，所以决定修改方案，提升综合竞争力。（As far as I know, firm, expense, budget）

3 临别之际，她回想起与朋友一起度过的美好时光，意识到可能很长时间见不到他们了，因此十分惆怅。（departure, recall, depressed）

4 一般来说，多接触世界其他地区的事物能够帮助你从不同角度看问题。（generally speaking, exposure, angle）

5 上大学不仅意味着抓住继续深造的机会，还意味着加深对周围世界的感悟。（grasp, insight）

4 Complete the passage with the correct forms of the words in the box. Did the writer think it was a good idea to study abroad? Why?

gain	cooperation	strength
angle	surround	depress
behave	competent	dramatic

Studying abroad in Amman, Jordan, was a life changing experience for me. Every day was an adventure because life there was __________ different from that at home. As you know, Jordan is in the Middle East. There were so many challenges and cultural norms I had to adapt to, and I needed to learn how to __________ in new __________ and __________ with people from different cultural backgrounds. Fortunately, everyone I met there was understanding and welcoming. I applied through International Studies Abroad (ISA), and they were incredibly helpful and made the process less __________ and overwhelming. Studying abroad let me see things from new __________ and learn more about cultures around me. I hope everyone gets the opportunity to pursue further studies abroad and to __________ an understanding of different cultures, too. I believe studying abroad can help you __________ your abilities in cross-cultural communication and improve your general __________.

Using Structures

1 Use the clues to help you make sentences with noun clauses.

EXAMPLE

major, study, influence, choice of university ▸
What *major you want to study will influence your choice of university.*

1 strange to me, students, change classrooms, each lesson, because, my country, teachers, move around ▸
It ______________________________
____

2 need, J-1 visa, F-1 visa, not known, many exchange students ▸
Whether ______________________________
____

3 host family, has received training, hosting exchange students, clear, how, support guests ▸
That ______________________________
____

4 advice for exchange students, learn, report, cases of crimes, police ▸
______________________________ is that
____

2 Some people are giving comments on studying abroad. Correct their mistakes in using noun clauses. Then write a short passage to support one of the ideas you agree with.

1 One possibility encountered by students studying abroad is they might get depressed because of the challenges they face, such as a heavy workload and the language barrier.

2 This is true that the development of modern technology has greatly relieved the loneliness of those who are studying abroad. Nowadays students can keep in touch with their family more easily using email, mobile phones, or other methods.

3 Students have to speak a foreign language well enough to study in that country is a challenge for those who hope to get an overseas degree.

4 In some cultures, people don't like to make physical contact of any kind with strangers. That is how they feel very uncomfortable if anyone stands too close to them.

5 Now that you have passed the examination with such a high score, the question being which school you are going to apply for.

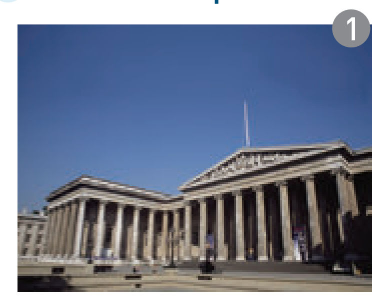
3 Complete the passage about culture shock with the words from the box. What are the four stages of it? How do you think people can overcome culture shock?

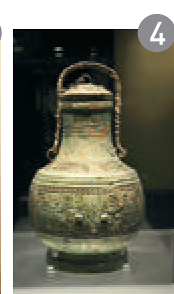
what	that	who
when	whatever	because

__________ people move to a new country, they often feel worried and stressed __________ they don't know the customs and traditions of the new place. This feeling is __________ is generally called "culture shock". Kalervo Oberg was the one __________ first used this phrase. According to Oberg, there are several stages of culture shock. First there is the honeymoon period. During this period, __________ people experience is fresh and exciting to them. In the next stage, frustration, people notice more differences between their own culture and the new one. __________ people usually do about these differences is either to change their behaviour or return to their home country. If people stay, they come to the third stage which occurs __________ they begin to adjust to the new culture. They begin to become familiar with the customs, the thinking, and the habits of the new place. Acceptance is the fourth stage. People finally begin to fit into the new culture. Differences no longer trouble them as much, and they feel __________ they might actually belong in the new place.

Listening and Speaking

1 Match the pictures with the words.



___ The National Museum of China ___ The British Museum
___ A bronze container ___ A bronze instrument

2 Listen to the conversation and answer the following questions.

1 Where does the conversation take place?
2 How many people are talking? Who are they?
3 What are they talking about?

3 Listen to the conversation carefully and complete the report in a local newspaper.

Today is the opening of the "Culture and Ceremony: Bronze in Ancient China" exhibition at ______________. On display are some fantastic relics from the famous ______________ in Beijing. Many amazing ______________ are on display. According to the bronze expert, Li Chen, there is an ongoing ______________ between the two museums. The programme began in ______________ with a British Museum exhibition held in Beijing. The aim of the programme is to ______________ between the two nations. Li Chen also hopes it will encourage people to ______________ in the future. Tania is a teacher visiting with her art students. They are amazed by ______________ and the level of craftsmanship. The exhibition runs for ______________. Tickets are necessary for this special exhibition to ______________ because it is very popular.

4 Work in groups of four. Imagine two are experts like Li Chen, and the others are Tania's students who are visiting the British Museum. Role-play a conversation.

1 Experts: Brainstorm and research information about the history and culture of Chinese bronze. You should explain the following clearly and add more details as necessary.
   - exchange programme
   - museum facts/details
   - history and craft of bronze

2 Students: Brainstorm questions you will ask the experts about the exhibition. You should express interest and ask good questions.

Expressing interest	Confirming information
Oh, that's interesting.	May I ask if/how …?
That's fascinating/incredible.	So did you say that …?
Wow! That's amazing.	Can you explain that again please?

Reading and Writing

1 What things do you think would impress a Canadian teenager on a visit to China?

2 Read through Jim's email to his aunt and match the main ideas with the paragraphs.

Paragraph ____: Jim's observations about China
Paragraph ____: the reason why Jim came to China
Paragraph ____: Jim's plans for the future
Paragraph ____: something Jim is interested in

To: joan.ford@hs.com
Subject: Life in China

Hi there, Aunt Joan!

How are you? Mum said you asked how I was doing, so let me tell you about my life here.

As you know, I've been in China for around a month now. I want to study in a local university, which is why I took those after-school Chinese classes. I decided on China because it's a fast-developing country with trade links all over the world. Studying here could be useful in finding a good job in trade or business. What's more, Chinese culture is really interesting, so choosing to come here was a no-brainer for me!

Having said that, China isn't like I thought it might be. I thought it would be quite old and traditional, but in many ways, the cities are just as modern as back home in Vancouver, only with lots more people! There's so much more food to try, too, and it's all delicious! Everywhere I go, I see restaurants and snack stalls—it seems to be a big part of their culture. Food here is very reasonably priced, so it's great for my budget. The people I meet are all very welcoming towards me as a foreigner, and I even seem to be a point of interest! However, hardly anyone speaks English in my area, so it can be a bit overwhelming at times. But I guess that's why I'm here—to learn.

Right now, I'm studying every day for my HSK exam (a Chinese language qualification). But I also get a chance to explore the city. I usually get up extra early each morning to enjoy a freshly made breakfast on the street, and then I often visit a park. I'm not sure if you know, but I'm really interested in tai chi, so I spend a lot of time in the city parks practising with the locals. There's a lot of traditional culture still alive in China. The parks are full of people playing traditional instruments, playing Chinese chess, and even writing calligraphy on the ground with giant paintbrushes!

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My long-term plan is to take a degree course here. But it all depends on my expenses, so I intend to find some work first. I'm staying in a hostel dormitory right now, but I've put an ad online to find a friendly Chinese family for a homestay. That way, my Chinese will improve much faster, especially my written Chinese, which I find the most difficult to grasp. I'll get more exposure to Chinese culture, too. I hope I can learn some Chinese food recipes from them. I promise to make everyone a meal when I return!



Well, that's all for now. I've attached a few photos for you. You would really love it here, so I hope you guys can visit China some time!

Take care!
Jim

3 **Read the email again and answer these questions. Then summarise the content of Jim's email with the help of the answers to these questions.**

1 How did Jim prepare for his trip to China?
2 How did Jim's impression of China change after he arrived?
3 Why does Jim like Chinese parks so much?
4 What are Jim's plans for the future?
5 What kind of photos do you think Jim has attached to the email?

4 **In groups, discuss the following questions.**

1 What kind of home would be a good choice for Jim's homestay?
2 What kind of indoor or outdoor activities would Jim really appreciate?
3 In what ways could you help Jim with his plans?

5 **Using ideas from your discussion, write a reply in response to Jim's ad, inviting him to stay in your home. Be sure to mention special things about your home, unique activities, and the kind of help you can offer him. Use the table below to help you sort out your ideas.**

Home activities	Outdoor activities	Help Jim!

EXAMPLE
Hi Jim!
I saw your ad and I think I can help you. My home is the perfect place for you …

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*Expanding Your World

ZHAN TIANYOU: THE FATHER OF CHINA'S RAILROAD

In 1872, a 12-year-old Chinese boy boarded a ship heading for the USA. He would be away from his parents for the next nine years. This young boy was Zhan Tianyou, who was destined to play a major role in the development of China's railroads. Zhan Tianyou was one of the first 30 boys chosen to be part of the Chinese Educational Mission (CEM), which had been founded by the Chinese government at the time with the goal of helping China to develop and strengthen through education.

It was not easy, however, to recruit 30 boys whose parents were willing to part with their sons for fifteen years, which was the original plan of the CEM. No one knew what to expect if their children were to be separated from them by thousands of miles for more than a decade. Few people had any experience travelling to countries outside China, and many were afraid of foreigners. A friend persuaded Zhan Tianyou's father to send his son for the CEM admission test, and eventually Zhan Tianyou joined the small group of boys sailing across the Pacific to the USA.

After the ship reached the US west coast, Zhan Tianyou and the other students had to travel by train across America to reach their schools on the east coast. On the way, the young Chinese boy drank in the amazing natural scenery, the culture and customs, and the developing American industrial civilisation. Looking back years later, he remembered that he had been especially impressed by the amazing railroads and trains.

Zhan Tianyou and his fellow students received a warm welcome from the school and their homestay families when they finally arrived in the state of Connecticut. For the first two years in Connecticut, Zhan Tianyou attended the Seaside Institute for Boys, where he became very close friends with the headmaster and his family. The headmaster's wife, Mrs Martha Northrop, was an especially good friend and positive influence, encouraging the young Chinese boy to study science and engineering after he displayed a talent for maths. Many years later, Zhan Tianyou wrote to Mrs Northrop to express his great gratitude for her kindness and help during those early years.

During his two years at the boys' school, Zhan Tianyou embraced as many opportunities as he could to learn about this new world. He took part in all sorts of sports, games, and other activities: swimming, skating, ball games, fishing, riding bicycles, playing chess, and more. He also became interested in travel and reading, especially Mark Twain's novels. When he entered high school, he continued to participate in many different sports and other activities, even forming a baseball team with the other Chinese students attending the high school. Their team often competed with teams from different parts of the USA.

Zhan Tianyou did not, however, neglect his studies to pursue sports or play games. He greatly expanded his understanding of science and Western culture, took part in natural and social research, and eventually graduated first in his class and second in the whole school.

While in high school, Zhan Tianyou became increasingly interested in the rapid development of modern science and technology. He was impressed by the new American railroad system and the hard work of the Chinese workers who helped to build it. During a visit to Philadelphia, he was amazed by the many displays of science and technology at the Centennial Exposition (later renamed the World Fair). He was also saddened to see that only a few items were displayed by the Chinese representatives at the exposition: mostly tea, silk, and porcelain.

Those first five years of observation and experience, the great encouragement of his good friend Mrs Northrop, and his great desire to help his home country led him to a very clear choice of major in college: civil engineering, with an emphasis on railroad construction. He had seen first-hand how building railroads had greatly assisted America's growth, and he felt that China would benefit similarly from having railroads.

Therefore, at the age of 17, Zhan Tianyou entered Yale University's Sheffield Scientific School to study civil engineering. His hard work won him a scholarship and a medal in maths during his time there. He graduated in 1881 with a Ph.B. degree, ranking first in the graduation exams. Of the 120 Chinese boys who came to the US through the CEM, only Zhan Tianyou and another student completed college degrees, as in the summer of 1881, the Qing government decided to recall the CEM students.

Zhan Tianyou returned to China with a great desire to use his education and experience to build up his country. Seven years later, in 1888, he finally began to realise his dream of building a railroad system in China. He became particularly famous for his amazing work on the Beijing-Zhangjiakou Railway, a railway line built across some of the most difficult geographical conditions in China. Zhan Tianyou, now known as the Father of China's Railroad, served his country for 31 years, improving life for millions of people.



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Using Words and Expressions

1 Match the noun phrases on the right with the adjectives that collocate with them.

1	fundamental	A	tools to eat noodles with
2	consistent	B	colours of the fruit bowls
3	ideal	C	environment in the restaurant
4	vivid	D	improvement in cuisine development
5	overall	E	differences between Italian cuisine and Chinese cuisine

2 Complete the sentences with the correct forms of the words in the box.

limit chairman protein category
chew calorie dessert pork
madam somewhat quantity
canteen/cafeteria association

1 I'm glad that I'm consuming fewer __________ this week. Hopefully I have lost some weight.

2 Almonds are full of __________, which is fundamental for body building.

3 Coffee and tea will usually be served with __________.

4 It is __________ wasteful to consume such vast __________ of food and drink at a birthday party.

5 She gave the children some teething biscuits to __________ during the long car journey.

6 There are two __________ of protein—animal protein and vegetable protein.

7 Alexander is the new __________ of the French Cuisine __________.

8 Tom prefers roast lamb to roast __________, because it is more tender, in his opinion.

9 What would you like to have for the main course, __________?

10 I usually have lunch in the school __________, since it is more convenient and comfortable.

11 It is now accepted that people should __________ themselves to only a few cups of coffee a day for the sake of their health.

3 Put the foods into different categories, and add more to each category. Think of more food categories and make your own word bank. In pairs, design a simple menu using the foods in your chart as ingredients, and talk about their flavours and features.

pepper pancake lamb garlic bacon ham sausage cabbage mushroom
bean curd onion rice noodles spaghetti bread potato chocolate butter
cream oil nut meat egg cheese milk bean pea cucumber eggplant
apple peach orange lemon

Foods

Energy-giving foods
(which provide energy):

Body-building foods
(which help to strengthen bones and muscles):

Protective foods
(which help to fight diseases):

Using Structures

1 Complete the sentences with the correct forms of the given words.

1 Entering the kitchen, I found that the pizza ________________ (just, transfer) into the oven.

2 The cheesecake the cafeteria offered me the other day was the best I ________ ________ (ever have).

3 The chef said that the menu ________ ________ (adjust) to suit local tastes. That's why more and more customers were coming to the restaurant.

4 The nutritionists claimed that they ________________ (discover) a new and nutritious type of food.

5 After she ________________ (tell) about the online shop for vegetarians, she didn't go to the supermarket anymore.

2 Read the situations and rewrite the sentences using the given words.

EXAMPLE

He couldn't take out his card. He called the bank about the broken ATM. (swallow) ▶
The ATM had swallowed his card./His card had been swallowed by the ATM.

1 When my mum got to the supermarket, there was no grass-fed beef left. (sell out) ▶

____
______________/______________
____

2 It was my first time to hear somebody sing the song, so I knew nothing about it. (hear) ▶

____
______________/______________
____

3 I got to the food market, but it was closed. I didn't know about the new opening time. (change) ▶

____
______________/______________
____

4 Linda has become slimmer since last summer. She used the vegetarian recipes from the website. (follow) ▶

____
______________/______________
____

3 Read each conversation. If you find a mistake, put a cross (×) and write the correct words on the line. If the sentence is right, put a tick (√).

EXAMPLE

A: Had you ever eaten durian before you came to Singapore last year?
B: Yes, I did. I really like durian!
(×)
________*Yes, I had.*________

1 **A:** How much sugar and salt did Lily put?
B: They added into the pot without me noticing, sorry.
(   )
____

2 **A:** Do you remember why Mrs Green scolded you last Christmas?
B: Yes, it was because I had taken her plates from the cupboard without asking her.
(   )
____

3 **A:** Did you start to study food nutrition in 2017?
B: Yes, I had studied it for several years and I am really interested in it.
(   )
____

Work in pairs. Think of an interesting situation and make up a similar conversation by yourselves.

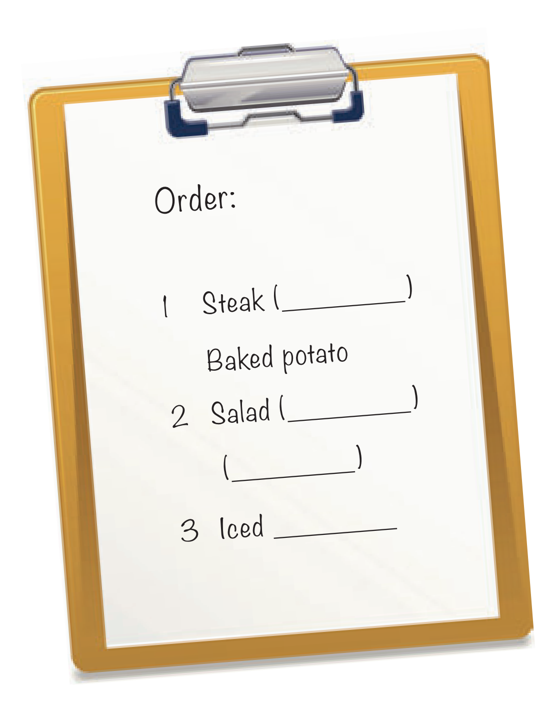
Listening and Speaking

1 Discuss these questions in groups.

1 Have you ever eaten in a Western restaurant?
2 In what ways was it different from a Chinese restaurant?

2 Listen to a conversation at an American steakhouse between Paul and Lin Tao, and then circle the items you hear on the menu.

3 Listen again and complete Paul's order.





MENU

Soup

- French onion soup $4.50
- Seafood soup $7.99

Salad

Dressings: Thousand Island, French, Italian, and blue cheese

- Chicken salad $6.99
- Seafood salad $8.99

Steak

Rare, Medium, Well-done

- Grilled T-bone steak served with French fries or baked potatoes $30.99
- Fillet of beef served with peppercorn sauce $36.99



4 Discuss the following questions in groups.

1 What puzzled Lin when he first saw the menu?
2 What is the difference between rare, medium, and well-done steak?

5 In groups, discuss a dining experience that you have had in a different culture or region. Use the questions below to help you.

1 Where was it and what kind of restaurant was it? What was it like?
2 How was it different from what you are used to?
3 What did this experience teach you about the people of that culture or region?



Reading and Writing

1 Read the text and complete the statements by circling the correct words or phrases.

CONVENIENCE FOOD OR FRESH FOOD?

A new survey indicates that young people in China much prefer making fresh food to buying prepared food. Mei Lin, for example, is 22 and she is a college graduate from Anhui. Mei Lin has stopped buying cheap food at the supermarket. "I would much prefer my own bowl of noodles with fresh vegetables and a few spices to the packaged noodles I can buy in a store. It's fresher and healthier, especially since I lead an active life." Mei Lin often goes jogging in the evening and plays tennis at the weekend, in addition to swimming and training for a marathon in Xiamen in the autumn. She believes her fresh food choices help her stay fit and active.

But the trend isn't one that only women are taking up. Su Bo, a 26-year-old computer programmer in Shenzhen, says that he has given up eating packaged meals except when he's travelling for work. "For me, it's a matter of wanting to be healthy and having enough energy. I have a very demanding job, and I need a sharp mind and strong body. It does take more time to go shopping, but I find my energy levels are higher when I eat fresh food." Su Bo used to order many of his meals online, so that he could spend more time working, but he soon stopped this habit. "I realised it wasn't good to never take a break from my job," he said. "Besides, the food often made me ill." For Su Bo this meant cooking his own vegetables, eating less meat, and carrying fruit to work for lunch. "Sometimes I buy one or two *baozi* from the food store on the corner, but I usually make and bring my own lunch to work." Like Mei Lin, Su Bo insists that eating healthy food helps him with his fitness routine.

Both admit that in times of stress or busy periods at work, they do sometimes give in and eat fast food or packaged meals. "Sometimes I just have to eat something on the run," says Mei Lin. "But I always regret it. I am so used to my diet now that when I eat less healthy food, I feel tired. I exercise less as a result." Su Bo insists that he does still sometimes enjoy eating on the go. "But I almost always eat healthy meals. Because I live at home and my mother prefers to eat like I do, we often cook together. It's my father who likes to eat fast food in front of the TV," he laughs.

When asked whether their eating habits are common among their age group, both Mei Lin and Su Bo say they are. Yet, it's not clear whether this food trend will be adopted by other young Chinese people. Are Mei Lin and Su Bo unique or are they setting a new trend? It's too early to say.

COMMENTS:



@runnerSZ95

I agree with this. Eating healthily is the best thing to do!

@annalee_zhaowow
This is not realistic. It's hard to cook when you work all the time! How can these two people speak for everyone?



@jaychoulvrfan
Processed food makes me feel depressed. I love coming home with a shopping bag full of fresh food!

1 Many young people in China today don't like/like prepared store-bought food, compared to fresh food.
2 Mei Lin would rather pay less/more money for fresh food than food from a supermarket.
3 When he goes to work, Su Bo doesn't eat/eats packaged food.
4 Sometimes Mei Lin eats packaged meals when she is in a hurry/running.
5 Su Bo's mother likes to eat fast/fresh food.

2 Compare and contrast the habits and characteristics of Mei Lin and Su Bo. Write M for Mei Lin, S for Su Bo, or B for Both in the blanks.

1 Has/Have higher energy levels after eating fresh food ____
2 Likes/Like to make noodles with fresh vegetables and a few spices ____
3 Likes/Like to run ____
4 Needs/Need to stay alert because of work ____
5 No longer buys/buy supermarket food ____
6 Sometimes eats/eat fast food or prepared food ____
7 Thinks/Think eating healthy food helps with a fitness routine ____

3 Discuss in pairs the comments you would write in response to this article, and give your reasons.

4 Write a short essay on whether you prefer fresh food or prepared food.

1 List two or three reasons why you prefer one choice over the other.
Reason 1 ____________________
Reason 2 ____________________
Reason 3 ____________________

2 For each reason, give at least one supporting detail.
Detail 1 ____________________
Detail 2 ____________________
Detail 3 ____________________

3 Now use your notes to write your essay. Remember to include an introduction and a conclusion. Use the following structures to help you.

For me, simple fresh food is the best kind of food …
The first reason is that … For example, …
…
In conclusion, …

*Expanding Your World

FARM-TO-TABLE

Imagine sitting in a restaurant in a Western city and hearing from the waiter that the eggs you're about to eat came from a farm 20 miles outside the city, that the onions came from a farm just across the road, that the peppers were grown in the restaurant's own garden, and the cheese was made across town. This is a farm-to-table restaurant.



The phrase "farm-to-table" may not be one that everyone knows, but it is a common phrase when talking about a type of restaurant that some customers in Western countries prefer. Farm-to-table as a social movement has its origins in a famous San Francisco restaurant called Chez Panisse. Chef Alice Waters worked hard to learn where all of her ingredients came from, preferring whenever possible to find local food to serve in her restaurant. She did this because she preferred to have relationships with the people who supplied her food. A sense of trust soon developed between the staff of Chez Panisse and the farmers, and this meant reliable sources of produce for the restaurant's customers. Since the food isn't being shipped to the other side of the world, it can be picked when it is in season, allowing the plants to develop fully, resulting in better flavour and nutrition.



Though the farm-to-table trend started in the restaurant world, customers soon started demanding that supermarkets label where their foods come from. If you've ever bought blueberries from Quebec, bananas from Costa Rica, or grapes from Chile, you have seen first-hand the farm-to-table movement in action. It's common in most supermarkets today in Western countries—and even in many Asian countries—for products to list the country of origin. This gives customers an idea of how fresh the food is likely to be or how far it has come from. This knowledge, people argue, helps customers make the best choices for themselves and their families.

The farm-to-table movement rides on the crest of the wave with three other movements: the slow food movement, the movement towards fresh seasonal ingredients, and the organic food movement. The term "slow food" was chosen to set it apart from "fast food", but it really is not "slow" in the sense of eating or cooking food slowly. Rather, the slow food movement celebrates traditional food made with local ingredients and traditional cooking techniques. It sees a strong link between food and culture, and wants to protect

local food heritage as a way of protecting local culture. As such, it heavily depends on local farmers and other food producers. While not all farm-to-table restaurants are part of the slow food movement, all slow food restaurants are essentially farm-to-table.



Prior to modern food processing and storage techniques and the use of greenhouses, most food was essentially seasonal in nature. That is, you could only find certain food ingredients at certain times of the year. As a consequence, people looked forward to seasons and seasonal celebrations in large part because of the food available at that time. Modern technology has made food much more convenient, but with that it has also taken away some of the things that made food wonderful. Not only is our food often lacking in flavour and nutrition, but we have lost touch with some of our cultural heritage and the rhythms of nature, and the joy of anticipation has been lost. As a consequence, many people are embracing seasonal cuisine by consuming only fresh ingredients that are in season. Farm-to-table goes hand-in-hand with this new emphasis, as this is one way to ensure that only fresh seasonal ingredients are being used, rather than ingredients which have been processed, which have been stored for many months at a time, or which originated in greenhouses.

The idea behind organic food is that food is grown and processed in ways that use as few chemicals as possible. This is seen as being better for our health, and better for the earth. The farm-to-table movement believes that food should be grown, shipped, stored, and prepared as naturally as possible.

Fraud, however, has become a problem in the farm-to-table movement. Investigations have shown that some supermarkets, for example, have claimed that their apples came from Washington when they really came from Mexico, and restaurants have claimed that a fish is one species when it's a different one. Why does this matter? Because farm-to-table is a movement about trust: trust that food is grown in healthy and clean environments, and trust that the people who buy such food have developed personal relationships with the people who grow it.

Some people do not support the farm-to-table movement. They insist that the nutritional value of local food is not any greater than mass-produced food shipped from far away. At the same time, local food can cost a lot more. This has resulted in some saying that farm-to-table is a movement that meets the desires of people with money, but does not really address any actual nutritional or environmental concerns. Poor people, in other words, cannot afford to worry about where their food comes from. It is true that many poor people in the West cannot afford to buy farm-to-table food from expensive supermarkets. On the other hand, in most developing countries poor people already have farm-to-table diets because they live on or near farms and this is the only food available.

Whether farm-to-table is a long-term trend or a passing fad isn't clear. But people today are more demanding when it comes to getting information about their food from restaurants and market owners. This new type of communication between customers and businesses is unlikely to go away anytime soon.

Using Words and Expressions

1 Familiarise yourself with the idioms by matching the meanings A–H with the words in brown.

A to deliberately behave in a stupid way
B to look angry
C the ability to see or notice small details that are very difficult to see
D to make sb remember or learn sth by repeating it often
E to end sth
F the best in a group
G used for telling sb that they should not bother to say sth
H be prevented from taking part in sth

1. Save your breath. He won't listen. _____
2. Stop acting/playing the goat! It's annoying everyone. _____
3. We sat down and started the exam under the eagle eye of the teacher. _____
4. I like everyone in her family, but Judy is the best of the bunch. _____
5. It was drilled into us at an early age never to tell a lie. _____
6. Seeing the annoying sight, he had a face like thunder. _____
7. He was frozen out of discussions about the project. _____
8. They bring down the curtain on their Canadian tour in the Yukon today. _____

2 Learn to use the words *anticipate*, *owe*, and *contrary* by translating the Chinese words in brackets into English.

1. The organisers ________________ (没有预想到) the huge interest in the horse-riding event at the Calgary Stampede.
2. ________________ (据预测) that the repair work at the CN Tower will be completed in around six months.
3. ________________ (我们没有预想到) that the frost would cause any difficulties in driving.
4. I think you ________________ (欠自己) a day off from work.
5. Don't you think you ________________ (欠她一个道歉) for the way you've behaved?
6. How much ________________ (我们欠你) for the tickets?
7. We ________________ (欠你很多) for all your hard work this year.
8. You thought we didn't like Mr Smith? ________________ (相反地), every one of us loved him, although he was rather stubborn and very strict with us.
9. ________________ (与我们期待的相反), it rained a lot during our trip to the seaside.

3 Put the following words into the three categories of word formation. Look them up in the dictionary if necessary.

bend	bound
duration	awesome
alongside	anyhow
commercial	drill
thunder	highlight
airline	frost
border	pleasant
massive	literally
photographer	toast

Compounding

alongside,

Derivation

duration,

Conversion

bend (n. & v.),

Using Structures

1 Complete the table with as many words in *-ed* or *-ing* form as you can think of. Then complete the conversations with suitable words. Work with a partner to write similar conversations.

Describe feelings	Describe places, things, or people
interested,	*interesting,*

1 **A:** Are you __________ in visiting the newly built museum downtown?
B: Not really. I'd rather go to the new theme park, which is more __________.

2 **A:** Don't you think that dog is __________? Better not get close to it.
B: Actually, I think that the dog is just __________ because there are so many people around.

2 Choose one or two topics from the list below and write a paragraph about your feelings or experience using some words in their *-ed* or *-ing* forms.

- a book you have read
- a city you have travelled to
- a lecture you have listened to
- a restaurant you have been to
- a friend you want to talk about
- a product or an app you have used

EXAMPLE
"Life on the Road" is the most touching lecture I have ever listened to. Among the talks on travel, this is the most inspiring. I was very impressed by the dangers and uncertainty the speaker had experienced, as well as his exploration and discovery ...

Share your ideas with your group. As a group, choose the most impressive piece of writing to share with the class.

3 Read this ad about a short story contest. Correct the mistakes in it and check your answers with your partner. Then imagine that you are entering the contest and write a short story.

Write a short story about a memorable trip you have taken, and stand a chance to win a holiday for two near the Niagara Falls, Canada!

Now's your chance to put pen to paper and win a week's holiday at Oakes Hotel overlooking the Falls. Locating in front of the Falls, the hotel provides a front-row view of the Canadian Horseshoe Falls. Enjoy the best view in the district, every guest with a Falls View room can just stand by the window, and experience the beauty of the Falls right outside! For guests stayed in a River View or an ordinary room, check out the 14th floor observation room. If you're looked for a closer view, you can walk down the railway, right to the edge of the Falls!

Setting in the heart of the Fallsview tourist district and other Niagara Falls attractions, which are really excited, the Oakes Hotel will be your perfect choice for shopping, dining, or entertainment. You will never be bored here.

Your story should be between 200–400 words. Your story must be original and must not have been published previously, whether in printed or online. Your story can make us laugh or cry, or inspiring and encouraging.

Listening and Speaking

1 **Mary Sullivan has just completed a long walk alone across Australia, and is now being interviewed on a webcast called *Adventure Travel*. Listen to the webcast and tick the things that she talks about.**



_____ mobile phone
_____ Aborigine
_____ snake
_____ desert
_____ kangaroo
_____ cart
_____ water
_____ walking shoes

2 **Listen again and take notes on the three main difficulties Mary encountered on her journey.**

Her three main difficulties

- Hunger: Since she had to carry _______________, she did not have much room to _______________, so sometimes she didn't eat.
- _______________: On a journey like this, your body can take quite a beating and you can be in quite _______________.
- Problems with the _______________: She avoided walking through _______________ and always made sure she could see what she was _______________.

3 **Imagine your partner has just completed a long walk, and you are interviewing him or her about the journey. Use what you have learnt in this unit and the questions below to help you.**

How long was your journey?	What kind of equipment did you need?
How did you prepare for emergencies?	What kind of difficulties did you face?
Did you encounter any wildlife?	Why did you go on such a journey?

You may start the interview like this:

Today, I'm interviewing … who has just walked across …

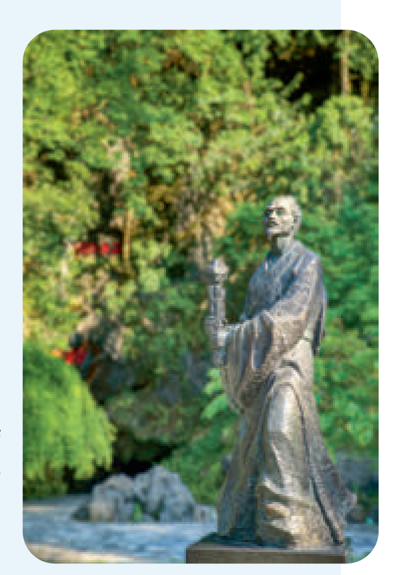
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Reading and Writing

1 What do you know about Xu Xiake and his travels?

2 Read the following article and answer this question: How do you think modern tourism differs from tourism in the Ming Dynasty (1368–1644)?

XU XIAKE'S GUILIN



It is 10 in the morning, and I am travelling by raft down the Li River. The sun is already burning hot even though it has not yet reached full strength, but a calm breeze cools my skin. So far the day is wonderful, but the purpose of my trip is not just to have fun: I am following in the footsteps of Xu Xiake (1587–1641), the famous Chinese travel writer and geographer. Though Xu was from Jiangsu, he spent more than 30 years travelling throughout the country, and greatly admired my destination today—Ox Gorge.

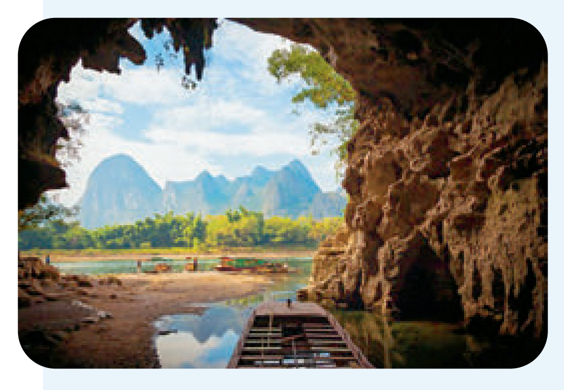
As we flow down the river, we are surrounded by steep hills sticking up into the sky—karsts. Karsts are rock formations made of limestone. They have been sculpted by water and millions of years of erosion into these beautiful natural sculptures. Guangxi is full of karsts, giving it some of the most interesting—and beautiful—scenery in the world. Xu was one of the first people to make a careful study of Guilin's karsts and their related cave systems. He, like many people today, found them fascinating.

Suddenly, our raft hits some rapids, and I find myself covered in water. I turn to my raftsman and we share a laugh. The water not only keeps us cool, but it is all part of the adventure.

What made someone like Xu spend years travelling thousands of kilometres away from home? Perhaps it's the same reason as mine: to explore the world and to discover new things. As Xu said, "A great man should in the morning be at the blue sea, and in the evening at Mount Cangwu." Why should we restrict ourselves to one corner of the world?

Xu was not alone. Much like today, the late Ming Dynasty was a golden age of tourism within China. People travelled hundreds of kilometres to visit temples, go mountain climbing, or explore scenery.





Yet, perhaps no one in China travelled farther or longer than Xu Xiake. At least, if anyone did they did not write about it.

When our raft reaches Ox Gorge, it proves to be every bit as beautiful as I expected—a watery heaven on earth. The raft is tied up, and then I head out to explore. That afternoon, I find a cave on the river. I wade into it and the water grows shallower, until finally I am walking on dry land. Up ahead I see a light and hear laughter echoing off the cave walls. There is a large pool of mud, and a group of young people are jumping into it and swimming around. I run and join them. Soon, like my new friends, I am covered in gray mud from head to toe. After an hour of play, I head back out of the cave and take a swim in the river to get clean. And I wonder, when Xu Xiake came here nearly five hundred years ago, did he examine the mud like a scientist? Or did he jump in?

Of course he jumped in. You know he did.

3 Read the article again and answer the questions.

1. Why did the author decide to go to Guilin?
2. How are karsts and their related cave systems formed?
3. According to the author, why did Xu Xiake like to travel?
4. What did the author do in the cave?
5. Do you agree with the author that Xu Xiake probably played in the mud? Why or why not?

4 In groups, discuss why Xu Xiake liked to go on long journeys, what difficulties he probably faced, and what things he enjoyed.

5 Imagine that you are a modern-day Xu Xiake and wish to go on a long journey somewhere in the world. Write a short essay telling:

- where you intend to visit.
- why you wish to go there.
- what you hope to learn.
- what difficulties you might face.
- what you would enjoy on your journey.

You may use the beginning and ending below to help you in your writing.

My plan is to go hiking in …, as I want to see the beautiful scenery …

…

… It's true that it might be a little dangerous hiking in such a place, but to be alone under the open sky will fill me with great peace and allow me to clear my mind and focus on the positive things in my life. And to challenge myself with the difficulty seems like a wonderful experience …

I think we can learn a great deal from travelling as Xu Xiake did.

*Expanding Your World

JOURNEYS BY DOG SLED

About 120 years ago, gold was discovered in the Yukon, in northern Canada, starting a gold rush as tens of thousands of men—and women—travelled there from around the world in the hope of making their fortunes. There were no real roads in that area back then, so it was difficult to travel overland in summer. However, once the ground was covered in ice and snow, one could travel long distances quickly by sled. Of course, the winter weather was too harsh for horses—they would die in the cold. Dogs, on the other hand, thrived in the cold because of their thick fur, so then—and even now—dogs were used on long journeys through the snow carrying people and goods on sleds. As a young man, Jack London joined the gold rush and journeyed from California to Alaska and the Yukon. Though, like most miners, he did not get rich looking for gold, he saw first-hand how dogs were a necessary part of travel in the far north. Some friends he met there had a large dog, a husky and St Bernard mixed breed. This dog seemed particularly tough and healthy and served as inspiration for the main dog character in London's novel, *The Call of the Wild*.



London thought of his time in the north as one of his life's greatest adventures. When he returned to California, he was unable to find a job. Those were difficult times in California, which was still isolated and cut off from much of the American economy. With Alaska fresh in his mind, he tried to sell the story of his journey up north to several publishers and magazines, but no one seemed interested. Later, London wrote a short story about a dog in the far north who survives many adventures and ends up killing his master. But almost immediately after its publication, London regretted it and felt that he needed to "set the story straight" by showing how noble and loyal dogs were, especially dogs in the far north, where travel and survival was difficult. It was this that started him writing his famous novel, *The Call of the Wild.* The new story was quickly picked up by a magazine and serialised into four parts. It became extremely popular. Later, it was published in book format and has never been out of print since.

The hero of London's novel was Buck, a large family dog owned by a wealthy judge:

> *"Buck was neither house-dog nor kennel-dog. The whole realm was his ... he was king—king over all creeping, crawling, flying things of Judge Miller's place, humans included. His father, Elmo, a huge St Bernard, had been the Judge's inseparable companion, and Buck bid fair to follow in the way of his father. He was not so large—he weighed only one hundred and forty pounds—for his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes of good living and universal respect, enabled him to carry himself in right royal fashion. During the four years since his*

puppyhood he had lived the life of a sated aristocrat; he had a fine pride in himself, was even a trifle egotistical, as country gentlemen sometimes become because of their insular situation. But he saved himself by not becoming a mere pampered house-dog. Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him, as to the cold-tubbing races, the love of water had been a tonic and a health preserver."

Buck's life was wonderful and happy, until he was stolen and sold to men who took him to Canada, where he became a sled dog used for travel in the harsh Yukon winter. The book was an early example of an adventure tale told from an animal's point of view, by an animal with human emotions and ways of seeing the world:

"Close in under the sheltering rock Buck made his nest. So snug and warm was it, that he was loath to leave it when Francois distributed the fish which he had first thawed over the fire. But when Buck finished his ration and returned, he found his nest occupied. A warning snarl told him that the trespasser was Spitz. Till now Buck had avoided trouble with his enemy, but this was too much. The beast in him roared. He sprang upon Spitz with a fury which surprised them both, and Spitz particularly, for his whole experience with Buck had gone to teach him that his rival was an unusually timid dog, who managed to hold his own only because of his great weight and size."

The excerpt above shows how London created a dog that not only had qualities that humans recognise in dogs, but also an emotional complexity that humans also recognise in each other. In this way, London was able to create a character that was both non-human and human. This made the adventure tale engaging and fascinating, offering urban Americans insight into what life in the far north was like for dogs and humans.

Just as Buck as a dog is used to pull sleds on long journeys, the story itself is one of a long inner journey. Buck begins his life in a comfortable, loving home where he must depend upon his human master for everything. But later he is forced to survive under harsh circumstances in a difficult environment. There, however, he finds a strength that he did not realise he had, and becomes an essential part of his owner's life. Yet, as much as his human owner needs Buck for survival, Buck discovers that he no longer needs humans. So, when his owner dies, he escapes into the forest and joins the wolves, finally discovering true freedom and independence.

Sadly, Jack London died young in 1916 at the age of 40. There is debate about how he died exactly, as London had suffered from several painful diseases in the last years of his life, including scurvy which had been caused by his travels in the Yukon earlier in life. After his death, interest in *The Call of the Wild*, and some of his other works, grew much stronger. Romantic ideas of the tragic author who passed away when he was still young and handsome made his works even more popular. Today, *The Call of the Wild* is considered one of the most important novels of American literature, and students in high school and college are often required to read it.



Using Words and Expressions

1 Complete the table about different emergencies. The words in the box may help you.

Emergency	Cause	Result	Solution
burn			
cut			
sprained ankle			

knife swollen slip over something
bandage acid plaster and a sling
bleeding painful special cream blister
broken arm bruise ice pack X-ray

2 Choose a word from the box on the left to complete each phrase on the right. Then make your own sentences using the phrases.

loose
tight
elderly
practical
desperate
foggy
urgent
minor

1 a ________ day in November
2 a ________ way of avoiding accidents
3 take a ________ hold of his hand
4 make a ________ attempt to escape
5 escape with only ________ injuries
6 in ________ need of medical attention
7 tighten the ________ screw
8 a well-dressed ________ woman

3 Translate the Chinese in brackets into English to complete the sentences.

1 I shouldn't have eaten so much steak for lunch. Now ________________ (上下颠簸) of the boat going over the waves is making me sick.
2 In the ward, the nurse ________________ (扎了一针) in his arm. Then she withdrew it and placed a pad of cotton wool over the spot.
3 The elderly man's speech ________________ (被观众的掌声打断) from time to time.
4 In the face of the public's dissatisfaction with the new social welfare system, the government ________________ (马上做出反应) and tried to ________________ (证明该福利的好处).
5 When news of her son's death reached her, she ________________ (绝望地尖叫一声), refusing to believe it. She finally ________________ (瘫坐在地上), wrapping her arms around herself.

4 Complete the conversations with the words you learnt in this unit. The first letter of each word is given.

1 **A:** Let's rest in the members' lounge over there. The radio said our flight is d________ due to the f________ weather.
B: I'm afraid I can't go with you. I didn't apply for m________ in the airline club.
A: Oh, don't worry. I can bring a friend in with me!

2 **A:** So, Tony. How was your weekend, surrounded by nature? Must have been quite different from living in the s________.
B: Well, I had a good time fishing by the river. But there were too many m________. I got so many bites!
A: Oh no! Did you catch some fish at least?
B: No, I was about to catch one when I heard someone s________ and then I heard a splash in the water.
A: Was someone d________?
B: Yes, a girl was walking along the bank when she s________. Luckily, I can swim, so I jumped in the river and got her out immediately.

Using Structures

1 Make sentences with the following clues. Then try to form a logical paragraph by putting some of the sentences together. Pay attention to the use of the *-ing* form.

1 Reacting rapidly in times of emergency …
2 Not hesitating for a single second, …
3 Having called the ambulance, …
4 I stopped his bleeding by …
5 When carrying out rescue breathing, …
6 Being educated on how to respond to life-threatening situations, …
7 The man was thankful for …
8 It was an inspiring experience and I think in the future I'll keep …
9 To learn more first-aid techniques, I'm considering …
10 When I saw blood flowing out from his arm, I couldn't help …

2 Rewrite the sentences to correct the mistakes in the use of the *-ing* form. You may need to add some information. What mistakes do these sentences have in common? How should you avoid making such mistakes?

1 A man was seen lying on the street, while waiting at a subway station.
2 While having a bath, water leaked over the sides of the tub.
3 The hurricane terrified people, being driven from their homes.
4 Moving fast through the grass, I saw a snake.
5 The old woman fell down just in front of Kathy, not knowing what to do.
6 Sobbing and wailing, the search team finally located the survivors.
7 Sitting on the beach, the waves seemed huge to Martin.
8 After spending two hours in the waiting room, the nurse finally called his name.
9 Being trained at the first-aid centre, his confidence in helping people grew stronger.
10 Having been seriously injured in a cycling accident last year, riding too quickly on a bike is something that he is now afraid of.

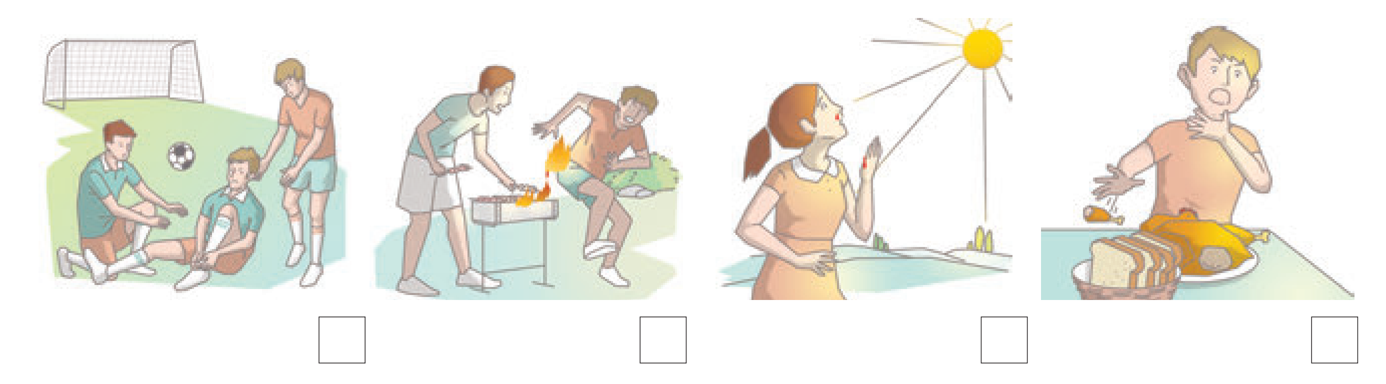
3 Edit the story by correcting any mistakes regarding the use of the *-ing* form. What can you learn from the story?

Last night there was a big storm, brought high winds and blowing roofs off houses. By morning, however, the storm had passed and the streets were dry. While goes to school, Peter noticed a young boy lie in the road near a downed power line. Not moved, the boy looked dead and his face was turning blue. Peter was walking over to help the boy, when he heard a man shouting "Stop! Don't move!" Peter turned and saw a man running towards him with a serious face. "Don't touch him! You could get killed!" the man shouted. "Call an ambulance!" Peter ran to a shop nearby to call for help. Went back into the street, he saw the man uses a long piece of wood to move the power line away from the boy. Having freed of the power line, the boy was picked up and carried a safe distance away. "Stop people from coming near the power line!" the man told Peter. The man then started doing CPR on the boy. A crowd began to grow, and Peter tried his best to keep them away from the power line. Finally, an ambulance and the fire brigade arrived. The medics began looking after the boy while fire fighters took care of the power line. Unable to see what was happening, Peter was quite worried about the boy. After twenty minutes, Peter felt happy when he saw the medics lifting the boy, now is talking, into the ambulance.



Listening and Speaking

1 Listen to the conversation about first-aid techniques. Write in the boxes the order (1–4) in which you hear these situations described.



2 Listen again and complete the sentences below. Then match the advice to the pictures in Activity 1.

1 She should sit down and bend forwards slightly, so she doesn't ____________. Then ask her to squeeze her nose just below the ____________ until the bleeding stops.

2 Stop him from ____________, as that makes clothes burn faster. Tell him to ____________ the floor and ____________ with a blanket. ____________ him on the ground until the fire goes out. Then treat him for ____________.

3 If he can't ____________, ask him to bend forwards and give him ____________ on his back.

4 Get him to ____________ and put some ____________ on his ankle. Then tell him to ____________ on a chair. Then ____________ his ankle.

3 In groups, discuss these questions.

1 Based on what you have learnt so far, is there anything you would add to the teacher's advice?
2 What other medical emergencies should be discussed in a first-aid class? What advice would you give for them?
3 How would you deal with a snakebite?

4 You are going to give a demonstration on first aid. In your groups, choose four medical emergencies. For each one, assign a member of the group to be a first-aid instructor, a victim, and a rescuer.

5 Prepare a script for the first-aid instructor, explaining how the first aid is given for that medical emergency.

Tips

- Remember to use sequence words such as *first, next, then, after that,* and *finally*.
- Use simple words to describe the actions. When giving first-aid advice, it is important to make things clear and easy to understand.

6 Demonstrate your first-aid lesson to the class. The first-aid instructor should explain what to do, while the victim and the rescuer should act out the steps.

Reading and Writing

1 Scan the pages from a home-safety manual below and tick the items that are included.

_____ bathroom safety _____ bedroom safety _____ sports safety
_____ children's safety _____ fire safety _____ food safety
_____ kitchen safety _____ safety for old people

IS YOUR HOME SAFE?

Your home can be a dangerous place, but by making it safer you can prevent accidents. The kitchen, bathroom, and bedroom are where most accidents happen. These can include falls, fires, poisoning, cuts, hot water burns, and electric shocks.



THE KITCHEN

- People may slip when the floor is wet, so make sure the floor is kept dry.
- Always cut away from your body when you use a knife.
- Follow instructions for all electrical appliances.
- Unplug all appliances after use.

THE BEDROOM

- Never smoke in bed.
- Keep a lamp near the bed.
- Have a telephone near the bed, especially when you're feeling ill.
- Don't run electrical wires under carpets.

THE BATHROOM

- Don't plug in an electrical appliance or use one while standing in water.
- Don't use a hairdryer near a bath containing water.
- Keep the bathroom floor dry.
- Make sure that your hot water heater is set at a low temperature.

PREVENTING FIRES

Fires can cause terrible damage to your home and terrible injuries to people. If there is a fire, your first priority is getting everyone out of the house safely, and then calling for help. Never go back into a burning building to save your things.

- Buy clothes, curtains, and toys that do not burn easily.
- Use heaters very carefully, as they can set objects on fire. Place them away from furniture.
- When cooking, do not let oil touch the fire or other sources of heat.
- Check electrical wires a number of times each year to make sure they are in good condition.
- Switch off your gas and electricity when you will be away from home for a long time.
- Make sure your home is equipped with fire extinguishers.





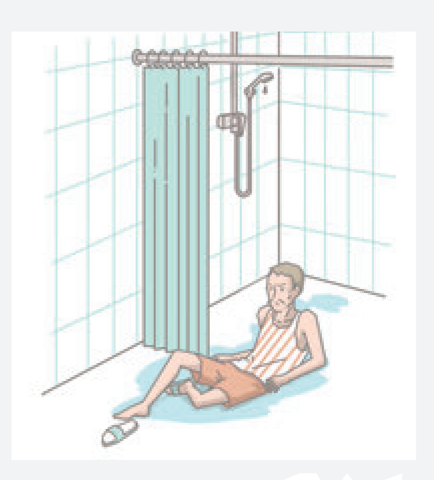
CHILDREN AND HOME SAFETY



Homes are not always safe places for young children. Being curious, they may stick their fingers or objects into dangerous places and end up suffering from electric shocks or getting burnt. In addition, they may try to eat or drink anything they can find, whether it is food or not. For these reasons, it is important to make your home safe if you have young children about.

- Keep matches out of the reach of children.
- Store all cleaning materials in a locked cupboard.
- Never leave a small child alone in the bath.
- Put covers over electrical outlets.
- Keep all medicines out of the reach of children.

MAKING YOUR HOME SAFE FOR THE ELDERLY



The elderly present special challenges, as they may have trouble moving about and can be seriously hurt in falls. If you have an elderly person in your home, you may need to take some extra measures to make your home safer.



- Make sure that passages within the home are kept clear.
- Put non-slip bath mats in and next to the bath and shower.
- Put handrails along passage walls and in the bathroom.



2 Read the pages from the home-safety manual again and answer the questions.

1 What are some common accidents around the house?
2 What should we pay attention to when using electrical appliances at home?
3 What are some good ways to prevent fires at home?
4 What kinds of accidents might be common for children?
5 How can we make our home safer for the elderly?

3 In pairs, discuss reasons for the advice given in the home-safety manual.

1 You should make sure that your hot water heater is set at a low temperature because …
2 You shouldn't run electrical wires under carpets because …
3 You shouldn't use a hairdryer near a bath containing water because …
…

4 Write an advice leaflet to make your school safer. Follow the steps below.

1 In groups, brainstorm three places in your school where accidents are most likely to happen.
2 For each place, make up a list of things or conditions that could easily cause accidents to happen.
3 Come up with a list of advice for each place, using the imperative (Make sure …, Keep …, Don't …, etc.).
4 Now write an advice leaflet. Remember to give a short introduction explaining the function of the leaflet, and use headers followed by a bullet point for each piece of advice.



*Expanding Your World

Red Cross Facts

Founded: In 1863

Type: Non-government organisation (NGO), non-profit organisation (NPO)

Three parts: International Committee of the Red Cross (provides international relief), National Red Cross and Red Crescent Societies (in 190 separate countries), International Federation of Red Cross and Red Crescent Societies (coordinates National Red Cross and Red Crescent Societies)

Staff: 16,000 employees, 97 million volunteers

Mission: To protect the lives and dignity of victims of armed conflict and violence and to provide them with assistance

HOW ONE MAN MADE A DIFFERENCE

Some people are born with a vision and desire to help others. For other people, however, this calling comes unexpectedly, like a lion that attacks its prey by surprise. This was certainly true of Swiss businessman Henry Dunant. In 1859, Dunant travelled to Italy wanting to see Napoleon III, the Emperor of France. At the age of 31, Dunant was already a successful businessman. However, he needed the help of Napoleon III for one of his business deals. At the time, France was fighting with the Italian army in a war against Austria. Dunant knew that Napoleon III would be with his army in northern Italy, so he travelled to the city of Solferino to look for him.

Dunant arrived on the night of 24 June and found a battlefield filled with 40,000 dead and wounded soldiers. Dunant was horrified by the scene and was filled with compassion for the wounded men. At once, Dunant forgot all about seeing Napoleon III and began attending to the wounded men. In the days that followed, he led local people in helping take care of the wounded and dying. They looked after the soldiers without regard to country or uniform, saying, "All are brothers!" After all the wounded in Solferino had either died or been taken away, Dunant went to military hospitals and continued to act as a volunteer, helping as best as he could.

When Dunant returned to Switzerland the following month, he wrote a book about his experience called *A Memory of Solferino*. The book ends with a simple question: "Would it not be possible, in time of peace and quiet, to form relief societies for the purpose of having care given to the wounded in wartime by zealous, devoted, and thoroughly qualified volunteers?" This question eventually led to the forming of the International Committee of the Red Cross in 1863.



The first act of the Red Cross was to organise an international conference (the Geneva Convention) where countries adopted guidelines and measures for protecting the wounded and medical workers during and after battles. In the years since then, the Red Cross has been active in just



about every war, helping to care for both soldiers and civilians. While the Red Cross is mostly tasked with helping people in times of war, it also responds to natural disasters and gives aid to people who have to leave their homes. For example, the Red Cross provided aid and relief after the May 2008 Wenchuan Earthquake in Sichuan, China.



All around the world, the Red Cross continues to help civilians caught in war, providing medical assistance, feeding the needy, and offering many other types of aid. To help meet the need for aid, most countries have National Red Cross and Red Crescent Societies. Not only do these societies provide support to Red Cross efforts in other countries, but they also help prepare their own communities for disasters, provide medical services, and teach first-aid and life-saving techniques.

Much of the work done by volunteers and workers in the Red Cross is difficult. They tend to work in places of crisis, where there is war, conflict, or disaster, and where conditions are quite poor. However, their work is also both rewarding and important. They provide food, shelter, medical supplies, and medical care to those in need. They help prepare communities and gather supplies and materials for future disasters. And, in many cases, they remain at work even after conflicts and disasters have passed, and lead development efforts.

Sometimes the work is even dangerous. Since 1993, about 40 workers for the International Red Cross have been killed. However, Red Cross workers think that it is worth it. As one Red Cross volunteer said, “We are the Red Cross—we will be there. No matter how hard it is, we will be there.”

Most of the people who receive help from the Red Cross are very grateful for the help, and some even want to return the favour and help others now that they themselves have received help. For example, Salaymana is now a volunteer with the Italian Red Cross. In 2016, he escaped from conflict in his home country in Africa by getting on a boat to Italy. Crossing the Mediterranean in a small boat was very hard, and many of the people who travelled with him died during the journey. However, when Salaymana arrived in Italy, the first people he met were Red Cross volunteers, who gave him food, medical attention, a place to stay, and much needed comfort. As Salaymana said later, “I am very happy now. They are my brothers, and the Red Cross is always in my heart.”

Dunant himself gave up everything he had to help others. His business failed because he was too busy with his work in the Red Cross. Then Dunant had to leave the Red Cross because of a personal conflict. Despite this, he continued to work as a volunteer, helping provide relief to people caught up in war. In the end, he lost all his money, fell ill, and had to be taken in by a charity. By this time, the Red Cross had become famous, but he was mostly forgotten. In the last years of his life, though, he was discovered by a newspaper reporter. From then on, he was celebrated around the world as the man responsible for saving many thousands of lives. Though he is long gone, his spirit continues with us until this day.



Notes 注释

Unit 1

1 John Snow Defeats "King Cholera" 约翰·斯诺战胜"霍乱王"

约翰·斯诺（1813—1858），英国医生，19世纪50年代因其对霍乱病源的研究和贡献享誉世界医学界，被公认为流行病学奠基人之一。斯诺1836年起接受正规医科教育，1844年毕业于伦敦大学。1854年伦敦霍乱流行，斯诺通过研究霍乱病死者的日常生活情况，发现了霍乱与饮用不洁水的关系。在他的呼吁下，政府及时关闭了不洁水源，有效制止了霍乱的流行。虽然斯诺没有发现导致霍乱的病原体，但他创造性地使用空间统计学查找到传染源，并以此证明了这种方法的价值。今天，绘制地图已成为医学地理学及传染病学中一种基本的研究方法。"斯诺的霍乱地图"成了一个经典案例。

2 the City of Science and Industry 科学工业城

法国巴黎科学工业城并非一个城市，而是一座巨大的科学博物馆，位于巴黎东北部的维莱特公园（La Villette Park）内，因此也称作"巴黎维莱特科学工业城"，1986年启用。该博物馆的展览由常设展览和临时性主题展两大部分组成，以丰富多样的展览内容而著称。法国还曾为该博物馆发行纪念邮票。

3 Today, I want to talk to you about a very strange phenomenon called a non-Newtonian fluid. 今天，我想和大家谈谈一个被称作"非牛顿流体"的十分怪异的现象。

非牛顿流体（non-Newtonian fluid）是物理学名词。1687年，英国科学家牛顿发表牛顿黏性实验定律。后来，人们通过研究发现这一定律对那些低分子量的简单流体适用，而对具有高分子量的流体并不适用。人们把适用于该定律的流体称作"牛顿流体"，反之称作"非牛顿流体"。非牛顿流体广泛存在于人体、生活、生产和大自然之中，如：石油、泥浆、牙膏、番茄汁、面团、人体的血液等都属于非牛顿流体。

non-是形容词、名词和副词前缀，意为"非；否；无"，英国英语拼写多带连字符，也有不带连字符的情况，美国英语拼写常不带连字符。如：

non-Italian food 非意大利食品
non-smoking zone 禁烟区
non-smoker 非吸烟者
nonsense 胡说八道；胡言乱语；一派胡言

【思考】你还能举出其他以non-为前缀、表示否定的词语吗?

4 Perhaps no other scientist has had a greater impact on China's aerospace science than Qian Xuesen. 也许再没有哪一位科学家比钱学森对中国航天科学的影响更大了。

钱学森（1911—2009），享誉海内外的杰出科学家，我国导弹、原子弹和人造卫星研究领域的开拓者，航天科学的奠基人。1991年国务院、中央军委授予他"国家杰出贡献科学家"荣誉称号和"一级英雄模范奖章"，以表彰他对我国科技事业作出的杰出贡献。1999年中共中央、国务院、中央军委作出决定，授予钱学森"两弹一星功勋奖章"。

5 Described by the authors of the *Story of Qian Xuesen* as a man with "great scientific thought and scientific spirit" who was patriotic and served his homeland with effort, achievement, and devotion, Qian was an extremely well-respected man. 钱学森备受人们的尊敬，《钱学森的故事》一书的作者称他为一位具有"伟大科学思想和科学精神"的人，并且他热爱祖国、甘于奉献、成就斐然。

这个句子虽长，但结构较为明确。它的主句较短，为Qian was an extremely well-respected man，被一个过去分词短语所修饰，用作状语。该过去分词短语包含一个修饰名词man的定语从句who was patriotic and served his homeland with effort, achievement, and devotion。此处a man 后面的介词短语with "great scientific thought and scientific spirit"用作定语，它把定语从句与先行词（man）分开了。又如：

Do you know much about that lady with long curly blonde hair who gave us a talk two weeks ago? 你对两周前给我们做报告的那位留着长长黄色鬈发的女士了解多吗？

6 the Dongfeng missiles "东风" 导弹

"东风"导弹是我国于20世纪50年代后期开始自主研发的一系列近程、中远程和洲际弹道导弹。此处所提及的"'东风'导弹"特指由钱学森所负责研发的早期"东风"系列导弹，因此钱学森被誉为"中国导弹之父"。

7 Stephen Hawking 史蒂芬·霍金

史蒂芬·霍金（1942—2018），英国著名物理学家、宇宙学家、数学家。生前曾在英国剑桥大学担任卢卡斯数学教授（国际数学领域极具声望的教授职衔），被认为是继爱因斯坦之后最杰出的理论物理学家之一。1963年，21岁的霍金被诊断患有肌肉萎缩性侧索硬化症，即运动神经细胞病，从此，霍金便不断与疾病斗争、挑战自我、奉献社会，是人类身残志坚的典范。他著有《时间简史》（*A Brief History of Time*）等著作，对宇宙黑洞有独到的见地和研究。

Unit 2

1 The first time that she had to write an essay, her tutor explained that she must acknowledge what other people had said if she cited their ideas, but that he mainly wanted to know what she thought! 她第一次写论文时，导师跟她解释说，如果引用别人的观点就一定要注明，不过导师主要是想知道她自己是怎么想的。

这个长句的主干是"主谓宾"结构：her tutor explained that ...。句首的The first time that ... 是时间状语。主句谓语动词explained后面是两个that引导的宾语从句that she must acknowledge ... 和but that he mainly wanted ...。在第一个宾语从句中，谓语动词acknowledge后跟一个宾语从句what other people had said和一个状语从句if she cited their ideas；在第二个宾语从句中，从句what she thought作动词不定式to know的宾语。

这里谢蕾的导师提到了科研和论文写作中需要特别注意的两个方面，一是尊重知识产权、注意引用规范，二是要独立思考，有自己的见解，不可人云亦云。

在正式发表的论文或著作中，通常都会包含专门的"致谢"（acknowledgements）部分。我们之前还学过acknowledge表示"承认（属实、权威等）；（公开）感谢"的用法，见如下例句：

They paid the fine and acknowledged their mistake. 他们交了罚款，并承认了错误。

I gratefully acknowledge financial support from several local businesses. 我对本地几家企业的资助表示感谢。

2 At first, Xie Lei had no idea what she should say, but what surprised her was that she found herself speaking up in class after just a few weeks. 刚开始，谢蕾不知道该说什么。但使她惊奇的是，没过几周，她就能在课堂上大胆发言了。

此句中包含三个从句，第一个从句是what 引导的同位语从句what she should say，说明idea的具体内容，第二个从句what surprised her 是主语从句，第三个从句that she found herself ... a few weeks是表语从句。

what引导的从句常在句中作主语或宾语。如：

What made the teachers happy was not power, money, or fame, but rather the accomplishments of their students. 让老师感到幸福的不是权力、金钱或名声，而是学生的成就。

I don't quite understand what you said. 我没太听懂你说的话。

"speak up"意思是"大声讲；畅所欲言；清楚地表明看法"。如：

Please speak up. We can't hear you at the back. 请大点声讲，我们在后面听不见。

If you thought that wasn't fair, why didn't you speak up? 如果你认为那不公平，为什么不说出来?

【思考】up 构成的短语很多，如：eat up、cut up、fix up、turn up、set up、cheer up, 你知道它们的意思吗? 你还知道哪些含有 up 的短语?

3 Now halfway through her exchange year, Xie Lei feels much more at home in the UK. 现在一年的交流时间已过半，谢蕾感到她在英国的学习和生活自如多了。

此处 halfway through 的意思是"在……中间；在……中途；到……的一半"。如：

They left halfway through the meeting. 他们在会议进行到一半时离场了。

We're about halfway through the project. 这个项目我们差不多完成了一半。

feel at home 意思相当于 feel relaxed and comfortable，即"感觉到舒服、自在"，例如：

They made me feel right at home my first day at the new job. 上班工作第一天，他们就让我觉得很自在。

4 While I'm learning about business, I'm also acting as a cultural messenger building a bridge between us. 我攻读商科的同时也是一个文化使者，在中外文化之间架起了一座桥梁。

句中的 while 引导时间状语从句，表示"同时；另一方面；而且"，又如：

While the book will be welcomed by scholars, it will make an immediate appeal to the general reader. 这本书会受到学者的欢迎，同时也会很快引起一般读者的兴趣。

5 Tuition fees and living expenses are much more expensive than at home and could end up costing most families an arm and a leg. 学费和生活开销比国内贵多了，多数家庭最终可能会花费一大笔钱。

cost an arm and a leg 是英语习语，意思是"(使)花一大笔钱"，即"非常昂贵"，多用于非正式文体。如：

Travelling does not need to cost an arm and a leg if you know where to look for discounts. 如果你知道哪里能找到折扣，旅行不需要花一大笔钱。

I can hardly think of buying a house because it costs an arm and a leg! 买房子我想都不敢想，因为房价太贵了!

end up 尤指经历一系列意外后"最终处于(某种境地)；到头来"，常用于表达不希望或预想不到的情况。如：

He ended up (living) in a nursing home. 他最终在养老院度过了余生。

My friend came round for a cup of tea and we ended up having a big meal together. 我朋友是来喝茶的，到后来我们却一起吃了顿大餐。

6 Some may struggle and suffer from culture shock when learning how to behave in new surroundings. 在学习如何在新环境中举止得体时，有些人可能会感到吃力，并承受文化冲击的折磨。

culture shock 意为"文化冲击；文化冲突；文化休克"，指一个人初到陌生国家或全新环境后所产生的某种陌生、困惑或不适感。除了与 suffer from 搭配，还可以说 experience culture shock、encounter culture shock。如：

Russia is where Jeff first experienced real culture shock. 俄罗斯是让杰夫第一次真正感受到文化冲击的地方。

After coming to China, Kevin encountered difficult culture shock and didn't know how to handle it. 来中国后，凯文遇到了棘手的文化冲突，不知道如何应对。

【思考】你认为来中国学习的外国留学生会遇到什么样的文化冲击?

7 To sum up, one cannot deny the fact that studying abroad has its disadvantages ... 总之，出国留学有不利的一面，这个事实是不可否认的……

to sum up 意思是“总之；概括地说”，常用于句子的开头，后面用逗号与其他成分隔开，表示对前面所述内容的小结。如：

To sum up, living in the school dormitory is better than living outside the campus. 总之，住在学校宿舍比住在校园外更好。

在英语中，类似的表达方式还有 in closing、in brief、in a word、in short、all in all、in conclusion、in summary 等。

8 Cooperating with people from diverse cultural backgrounds helps us view the world from different angles and thus gives us more insight into our own culture. 与来自不同文化背景的人合作有助于我们从不同的视角看待世界，进而让我们对自己的文化有更深入的了解。

本句中动词 -*ing* 短语 cooperating with ... 作主语。view 在句中是动词，意思是“看，观看；把……视为，以……看待”，又如：

When the car was first built, the design was viewed as highly original. 这种车刚造出来时，其设计被认为是独具匠心。

People came from all over the world to view her work. 人们从世界各地赶来观看她的作品。

Unit 3

1 Chinese cuisine 中国菜肴

我国地域辽阔，各地不同的地理气候、食材资源以及人们的饮食习惯，造就了各具特色的地方菜系。我国民间烹饪有“八大菜系”之说，指鲁菜、川菜、湘菜、苏菜（又称“淮扬菜”）、浙菜、粤菜、闽菜、徽菜，各有一整套自成体系的烹饪技艺和风味特点。此外，还有一些更加具体化的或按地域划分的菜系，如“潮州菜”“本帮菜（上海菜）”“东北菜”“客家菜”“陕菜”等。

走遍中国，各地风味名吃不胜枚举，千滋百味的名馔佳肴折射出我国悠久的饮食传统和鲜明的地域特色。可见，菜肴不仅仅是饮食，同样也是一种文化。在国外，尤其是西方，中国菜肴也成为人们了解我国文化的一个窗口。

2 Jean Anthelme Brillat-Savarin 让·安泰尔姆·布里亚-萨瓦兰

让·安泰尔姆·布里亚-萨瓦兰（1755—1826），法国律师、政治家。他出身于律师世家，曾在法国大革命时期的制宪议会任职，革命失败后流亡瑞士和美国。1796年他重新回到自己的祖国，在人生的最后25年中潜心笔耕，完成经典名著《厨房里的哲学家》。该书以故事的形式讲述美食及其背后的文化哲理，书中不少语句成为后人争相引用的哲理名言。课文所引 “Tell me what you eat, and I will tell you what you are.” 便是其中之一。

3 You are what you eat. 人如其食。

这是一句西方谚语，是指一个人所吃的食物对其性格和文化涵养有着重要的影响。但现在人们常用它来谈论饮食健康或就这一方面提出忠告。如：

Gina often looks pale and ill, but you are what you eat and she never bothers to eat a proper meal.

吉娜常常看上去面无血色，病病恹恹，食如其人——她从没好好吃过一顿饭。

You are what you eat and Jim should give up eating so much fat; he's already had a minor heart attack. 你吃什么样的东西就有什么样的结果！吉姆应当戒掉大吃油腻食物（的习惯），他都已经有轻度心脏病了。

4 General Tso's chicken 左公鸡；左宗棠甜辣鸡

北美地区的知名中餐菜肴，主料为鸡块，油煎后色泽金黄，配以红色尖椒，味甜略辣，亦有不辣的做法。菜名中的“General Tso”（左将军；左大人）特指我国历史中的清朝官员左宗棠，但并无证据显示此菜肴与左宗棠本人有直接的关联。

5 Tired, hungry, and not knowing a word of Chinese, we had no idea how to order, so the chef just began filling our table with the best food we had ever eaten. 又累又饿，一个汉字也不认识，我们压根儿不知道如何点餐，于是厨师在我们桌上摆满了食物，那是我们吃过的最可口的佳肴。

此处Tired, hungry, and not knowing a word of Chinese为we had no idea how to order的状语，表示当时“我们”所处的状态。同时，前面的部分又和so the chef just began ... 相并列，表达因果关系。

在Tired, hungry, and not knowing a word of Chinese这个短语中，and并列连接了形容词和现在分词短语。英语中，形容词、分词以及由它们构成的短语常可用作状语。如：

Shocked and frightened, she let the glass fall from her hand. 受到惊吓，她摔掉了手中的杯子。

Busy with his work, he's got no time for chatting with us. 忙于工作，他没有时间跟我们闲聊。

Practising hard in such a way, my little sister made rapid improvement in her handwriting. 如此刻苦地练习，我小妹妹的书法进步很快。

6 dim sum 点心

这是由广东话谐音进入英语的典型词语。英语是一门比较开放的语言，广泛地从各种语言中借词丰富自己。我国海外侨民对汉语词语进入英语起着最为直接和主要的推动作用。英文词典中直接可查到的源于中文的饮食词汇有chop suey（炒杂烩）、chow mein（炒面）、tofu（豆腐）、lychee/litchi（荔枝）、wonton (soup)（馄饨）等。

【思考】英语中还有很多源于中文的词语，你还知道哪些？请举几个例子。

7 haggis（苏格兰）羊杂碎肚；羊肚杂碎包

苏格兰独有的传统风味佳肴，将剁碎的羊心、肺等内脏或搅碎的小牛肉与燕麦、洋葱、香辛料秘制成馅，用羊肚包成球状，然后煮熟食用。颇受当地居民欢迎，也是游客体验苏格兰美食的首选。

8 However, there is increasing evidence that the real driver of poor health is not so much fatty food, as it is sugar. 然而，越来越多的证据表明，不良健康的真正推手并非脂肪类食物，而是糖。

此处driver源于动词drive。该动词有“推动；驱使”的意思。如：

Do you know what has driven him to do such a thing to you? 你知道什么驱使他对你做出这样的事情吗？

英语后缀-er不仅可以表示“人”，也可表示“事物”。此处driver即为“推手”的意思。在日常生活中，driver多指“驾驶员；司机”，在信息技术领域，driver指“驱动程序”等。可见，driver在不同语域下意义相差较大。

as it is是一种语言衔接结构，意为“事实上；实际情况是”，多用来陈述一种原因或状况，尤其是

当该原因或状况与你的预期或期待存在不同时。如：

They hoped to move into the new house by the end of this month, but as it is they'll probably have to wait a bit longer. 他们原期望本月底能够搬进新居的，但实际情况是很可能得再稍等一段时间了。

9 This is true regardless of how healthy the rest of their diet might be. 无论他们其他方面的饮食多么健康，都确实如此。

regardless of是固定短语，意为“不顾；不管；无论；不分”，用作状语。如：

He always does what he wants, regardless of what we say to him. 他总是我行我素，根本不听我们对他说的话。

Anybody is welcome to have a try, regardless of age and sex. 欢迎大家上前一试，不分年龄和性别。

10 If you are using food mostly for nutrition, then you are on the right track with your diet. 如果你吃饭主要是为了汲取营养，那么你已经在饮食方面走对了路子。

be on the right/wrong track是固定短语，表示思路或行为方式正确与否。如：

The results of the experiment seem to suggest we're on the right track. 实验结论似乎表明我们的做法是对的。

This time you're on the right track. Keep on, I guess you'll soon get the answer. 这次你走对了路子。加油！我看你很快就会得出答案了。

Unit 4

1 When the train arrived at the station, they took a taxi to Lake Louise, where the blue water literally took their breath away with its exceptional beauty. 火车抵达后，她们乘坐出租车来到路易斯湖，那里湛蓝的湖水异常美丽，令她们惊叹不已。

take sb's breath away 字面意思是“令人无法呼吸”，常用来比喻“(美景等)令人非常兴奋或惊讶”。

literally 本意是“照字面意思”，引申出“确实地”“真正地”等意义，常用于表达强调或夸张的语气。如：

The word “planet” literally means “wandering body”. “行星”这个词的字面意思是“游荡着的物体”。

The incident literally stopped the traffic. 这个事件的确使交通陷于停顿。

You're taking his words too literally. 你这样理解他的话，未免太机械了。

2 They spent the night, and then took a coach bound north through the Canadian Rockies to Jasper. 她们过了一夜，然后乘坐长途汽车，向北穿越加拿大的落基山脉，来到贾斯珀。

句中的bound是形容词，用在名词后面，意思是“准备前往……的；开往……的”。如：

She was on a plane bound for Moscow when she got sick. 她犯病时正在前往莫斯科的飞机上。

表达这种含义的bound 还常用作复合词后缀。如：

Northbound traffic is moving very slowly because of the accident. 由于交通事故，北去的车辆移动非常缓慢。

The line did not close completely, but inbound and outbound trains had to share one of the two tracks near the station. 铁路线没有全部关闭，但进站和出站的列车只能共用车站附近两条轨道中的一条。

3 From Edmonton, the train headed southeast across the great Canadian Prairie. 列车从埃德蒙顿出发，朝东南方向一路驶过加拿大大草原。

head在这里作不及物动词，意为“朝(某方向)行进”。如：

Where are you heading? 你要去哪里？
He stood up and headed for the door. 他站起来，朝门口走去。

加拿大大草原（the great Canadian Prairie）是北美大草原在加拿大境内的部分，位于加拿大西南部的草原三省——艾伯塔、萨斯喀彻和马尼托巴（Alberta, Saskatchewan, Manitoba）。从加拿大西部的埃德蒙顿（Edmonton）出发乘火车去东部的哈利法克斯（Halifax），正好穿过加拿大大草原。

【思考】你还学过哪些像head这样既可以作名词，也可以作动词的词汇？请举出几个例子。

4 **After Li Daiyu and her cousin arrived in Toronto, the largest and wealthiest city in Canada, they only had a few hours to kill before they had to proceed to the next leg of their trip to Montreal, so they went on a tour of the city.** 李黛予和表妹来到多伦多这个加拿大最大、最富有的城市后，离出发到下一站蒙特利尔之前只有几个小时的时间，她们就在多伦多逛了逛。

多伦多，安大略省首府，加拿大第一大城市和主要经济、文化中心，加拿大华人最多的城市。

蒙特利尔，加拿大第二大城市，位于魁北克省（Quebec）南部，是魁北克省的经济、文化中心和主要港口。由于历史原因，魁北克省居民以法裔为主，半数以上的居民会讲法语和英语，官方语言为法语，是北美地区的法语文化中心和多文化交融的地区。

5 **Standing in the distance, they were astonished to see misty clouds rising from the great Niagara Falls, which is on the south side of the lake.** 她们站在远处眺望，看到湖的南边从尼亚加拉大瀑布上升腾而起的水雾，感到非常震撼。

尼亚加拉瀑布位于尼亚加拉河上，以河面落差大、水势澎湃而闻名。该瀑布位于美国和加拿大的交界处，东边美国境内部分称为亚美利亚瀑布，西边加拿大境内部分呈马蹄形，故称为马蹄瀑布，整个瀑布流面宽约1000米。

6 **They met Lin Fei around dusk over dinner at a restaurant in downtown Chinatown.** 黄昏时分，她们来到市中心唐人街的一家餐馆跟林菲见面吃饭。

多伦多的唐人街颇具规模，最著名的唐人街位于Spadina和Dundas街一带，街道两边大小商铺中富有中国特色的商品琳琅满目。人们在这里不仅可以品尝到各种口味地道的中国菜，每逢中国传统节日，还能体验舞龙舞狮等庆祝活动。

【思考】在这个句子中，你能划分出几个词块呢？

Unit 5

1 **Burns are divided into three types, depending on the depth of skin damage.** 根据皮肤损伤的深度，烧伤或烫伤可分为三种类型。

burn既可用作动词，又可用作名词，表示太阳、热、酸等造成的烧伤、烫伤、灼伤等。如：
Avoid direct sunlight, especially around midday, or you will get burnt. 避免阳光直射，尤其是正午的时候，否则你会晒伤的。
I burnt myself on the stove. 我被炉子烫了。
The soup is hot. Don't burn your mouth. 汤很热，当心别烫着嘴。

【思考】你能用burn作名词造几个句子吗？你能列举更多单词，说明英语中一词多义、一词多词性的现象吗？

2 understand text types 了解语篇类型

主要的语篇类型包括口头和书面语篇，以及不同的文体形式，如记叙文（个人经历、人物介绍、短篇小说、童话、传记等）、说明文（地点、事物、产品介绍、现象说明、事理阐释、使用手册等）、议论文（论说文、评论等）、应用文（日记、信件、简历、宣传册、问卷、工作计划等），还包括新闻报道、新媒体语篇（博客、知识或科普类网页、电子邮件、手机短信）、访谈或对话等连续性文本，以及目录或指南、表格与图示、日程表、告示牌、地图和图例、菜单和烹调食谱、天气预报、广告、漫画等非连续性文本。熟悉不同类型语篇的结构和语言特点不仅有助于加深对语篇意义的理解，而且可以更好地使用不同类型的语篇进行有效表达和交流。

【思考】你熟悉哪些语篇类型？你能说说它们的特点吗？

3 learn to call emergency services 学习拨打应急服务电话

急救电话（an emergency call）是危急时刻的生命热线。不同国家的急救电话号码不同，事先了解相关信息非常必要。在遇到紧急情况拨打急救电话时，我们应该注意以下几点：

- 保持镇定，说话尽量清晰、简练；
- 清晰准确地说明地址（最好能提供交通路线或周边参照物），以及病人性别、年龄、发病时间、主要症状等。如是车祸、火灾、溺水等灾难，也要具体说明情况；
- 在确认对方已了解所需信息之前，不要急于挂断电话。

4 To solve this problem, in 1974, an American doctor, Henry Heimlich, created the Heimlich manoeuvre, saving thousands of lives around the world. 为了解决这个问题，美国医生亨利·海姆利希于1974年发明了“海姆利希急救法”，挽救了世界上成千上万个生命。

这句话的主干是an American doctor, Henry Heimlich, created the Heimlich manoeuvre，不定式短语to solve this problem，以及动词*-ing*短语saving thousands of lives around the world在句中作状语。

海姆利希急救法是美国医生亨利·海姆利希发明的，也称腹部冲击法（abdominal thrusts），是一种利用肺部残留气体形成的气流，排出气管中异物的急救方法。该急救法在全世界广泛应用，拯救了无数人的生命，因此被称为“生命的拥抱”。如今，这种方法除用于窒息急救外，还扩展到淹溺等情况的急救。

5 With choking victims, every minute counts. 对于挽救窒息者而言，每一分钟都非常要紧。

count在这里的意思是“有价值；很重要；要紧”，如：

Every point in this game counts. 这场比赛每一分都很重要。

I’ve always believed that happiness counts more than money. 我一直认为幸福比金钱更重要。

动词matter的用法和含义与count类似，如：

The children matter more to her than anything else in the world. 对她来说，在这世界上没有比孩子更重要的了。

As long as you’re happy, that’s all that matters. 你幸福就行了，这才是最重要的。

“Every minute counts.”是英语口语中的常用表达，意思是“一刻千金；分秒必争”，多用于紧急情况或提醒人们珍惜时间的语境。如：

In case of medical emergency, call for an ambulance right away—every minute counts! 遇到医疗紧急情况，立即拨打电话叫救护车，分秒必争！

6 How could I justify sitting there and doing nothing? We are all humans and we all have a responsibility to look after one another’s welfare. 我有什么理由坐在那儿什么都不做呢？我们都属于人类大家庭，我们都有责任关心彼此的幸福。

justify意思是“为……辩护、开脱、找理由；证明……正当、有理、正确”，可构成词块justify sth、justify doing sth、justify oneself等。如：

Her success had justified the faith her teachers had put in her. 她的成功证明老师对她的信任是正确的。

How can you justify not doing anything when everyone else is trying to help? 当别人都在帮忙时你什么都不做，你如何证明这样是正确的?

Surrounded by misunderstanding, he was at a loss for words to justify himself. 面对周围人的误会，他觉得真是百口莫辩。

welfare在句中的意思相当于health、happiness，可翻译成“幸福；健康；福祉”。如：

Our only concern is the children's welfare. 我们唯一关心的是孩子们的幸福。

welfare也可以表示“政府给予的福利”或“社会保障金”，如：a social welfare programme 社会福利计划，to live on welfare 靠社会保障金过活。

Grammar 语法

I Review of Noun Clauses 复习名词性从句

主语从句、表语从句和宾语从句等在整个句子中的作用相当于名词，故将它们统称为名词性从句。

名词性从句的引导词包括连词（如 that、whether）、连接代词（如 who、what、which）、连接副词（如 when、where、how、why）等。

1 用作主语的从句叫主语从句，如：

What seemed strange before now appears quite normal to Xie Lei.

That he was forgetting his mother tongue worried him a bit.

How he can learn to appreciate Chinese culture more deeply remains an important goal for him.

Why the school denied his application is still unknown.

During this period, **whatever** people experience is fresh and exciting to them.

有时候可用 it 作形式主语，而将主语从句置于句末，如：

It's important **that** Xie Lei keeps a balance between her studies and her social life.

It remains to be seen **whether** my research paper will be well received.

2 用作表语的从句叫表语从句，如：

One theory was **that** bad air caused the disease.

The question is **who** will be the successful applicant for the summer job at the law firm.

Her confusion is **whether** she should stick to her own way of life or follow the American way.

What John Snow was determined to find out was **why** the 1854 outbreak of cholera in London could have caused over 500 deaths within ten days.

Taking a year off from school to travel abroad is **what** is generally called a gap year.

3 用作宾语的从句叫宾语从句，相对于另外两种名词性从句，宾语从句用得更普遍。引导宾语从句的 that 常常省略，特别是在非正式语体中。如：

Her tutor explained **that** she was supposed to read lots of information to help form a wise opinion of her own.

I think (that) this life-changing experience is certainly worthwhile, and I hope (that) my child will study abroad in the future.

Why don't you come back next week to tell me **how** you're doing?

You can watch some movies and study **how** people speak.

I only support **whoever** is right.

I don't know **if** you can help me.

I wonder **why** he asked me to come.

有时候可用 it 作形式宾语，而将宾语从句置于句末，如：

He made it quite clear **that** he preferred to study English.

II Tenses 时态（4）

过去完成时（The Past Perfect Tense）

过去完成时表示在过去某一时间或事件之前已经完成的动作或存在的状态。如：

The media reported that these companies **had treated** pollution as a hot potato.

The chef **had set up** a farm-to-table restaurant before his new cookbook was published.

过去完成时的基本结构是“had + 过去分词”：

陈述句		一般疑问句		
I He/She/It We You They	had (not) changed ...	Had	I He/She/It We You They	changed ...?

过去完成时的被动语态（The Past Perfect Passive Voice）

过去完成时的被动语态的基本结构是“had + been + 过去分词”，如：

After all the wounded **had** either died or **been taken away**, Dunant went to military hospitals and continued to act as a volunteer.

III Past Participles 过去分词（3）

过去分词作表语和状语（与动词 *-ing* 形式的比较）（Past participles as the predicative and the adverbial versus the *-ing* form）

1 过去分词和动词 *-ing* 形式作表语时，过去分词与其逻辑主语之间一般是被动关系，而动词 *-ing* 形式则表示主动关系。如：

The girls were **amazed** to see such an open country.

The farms covered a very large area, which was **amazing**.

Do you feel **frightened** when going into the wilderness alone?

Going into the wilderness alone can be **frightening**.

2 过去分词和动词 *-ing* 形式作状语时，一般在句子中表示时间、原因或伴随状态等。过去分词与其逻辑主语之间是被动关系，往往含有完成义，而动词 *-ing* 形式则表示主动关系。如：

Seen from the top of the mountain, the scenery was really fascinating.

Seeing the scenery from the top of the mountain, I was fascinated by the autumn colours.

Finally, the company—**headed** by its new manager—started to make a profit.

Heading eastwards, you will pass the Canadian Rockies.

IV Review of the *-ing* Form 复习动词 *-ing* 形式

高中教材前面的单元已经介绍了动词 *-ing* 形式作主语、宾语、表语、定语、宾语补足语、状语等成分的用法。本册小结如下：

As you can imagine, **getting** burnt can lead to very serious injuries.（作主语）

You can protect the burnt area by **covering** it with a loose clean cloth.（作宾语）

The first and most important step in the treatment of burns is **giving** first aid.（作表语）

It is best to place burns under cool **running** water, especially within the first ten minutes.（作定语）

If you see someone **choking**, first call the emergency services.（作宾语补足语）

In 1974, an American doctor, Henry Heimlich, created the Heimlich manoeuvre, **saving** thousands of lives around the world.（作状语）

关于动词 *-ing* 形式的用法，以下几点需要注意：

1 动词 *-ing* 有如下形式变化：



时态	主动	被动
一般式	doing	being done
完成式	having done	having been done

Being driven from their homes, people were terrified by the hurricane.（被动式）

The bridge **being built** is part of a high-speed railway project.（被动式）

Having been told about the risk of electric shocks, she is very careful while using hairdryers.（完成式 + 被动式）

此外，动词 *-ing* 形式的否定式是在前面加 not 构成，如：

Is there any reason for **not having** the first-aid training this week?（否定式）

2 动词 *-ing* 形式前面有时可加名词所有格、物主代词或人称代词宾格，如：

Sophia's having seen them did not surprise us.

I hope you don't mind *my* saying that.

He said nothing about *us* losing the game.

3 动词 *-ing* 形式用作状语时，其逻辑主语应与句子的主语保持一致，如：

（错误）While **having** a bath, water leaked over the sides of the tub.

（正确）While **having** a bath, she saw water leaking over the sides of the tub.

4 由 before、after、when、while 等引导的状语从句常常可以转换为对应的动词 *-ing* 短语，如：

When he got out of the bathtub, he slipped and fell on the floor. →

When **getting** out of the bathtub, he slipped and fell on the floor.

After she had been bitten by mosquitoes, she applied some medicine to her skin. →

After **having been bitten** by mosquitoes, she applied some medicine to her skin.

A minute ago, she fell down while she was trying to open the window. →

A minute ago, she fell down while **trying** to open the window.

5 动词 *-ing* 形式用作定语时，可以表示被修饰名词所具有的性质特征（此用法几乎等同于形容词），也可表示正在进行的动作，或说明被修饰名词的用途。如：

a **frightening** experience（一次可怕的经历）

a **swimming** girl（一个正在游泳的女孩）

a **swimming** pool（一个游泳池）

人民教育出版社

Words and Expressions in Each Unit

各单元生词和习惯用语

注：黑体部分为课标词和短语；白体部分为非课标词；专有名词在每单元词表后面单独列出。

Unit 1

cholera /ˈkɒlərə/ *n.* 霍乱

severe /sɪˈvɪə(r)/

adj. 极为恶劣的；十分严重的；严厉的

diarrhoea /ˌdaɪəˈrɪə/ *n.* 腹泻

dehydration /ˌdiːhaɪˈdreɪʃn/ *n.* 脱水

frustrated /frʌˈstreɪtɪd/

adj. 懊恼的；沮丧的；失意的

once and for all 最终地；彻底地

contradictory /ˌkɒntrəˈdɪktəri/

adj. 相互矛盾的；对立的；不一致的

infection /ɪnˈfekʃn/ *n.* 感染；传染

infect /ɪnˈfekt/ *vt.* 使感染；传染

germ /dʒɜːm/ *n.* 微生物；细菌；病菌

subscribe /səbˈskraɪb/

vi. 认购（股份）；定期订购；定期交纳（会费）

subscribe to 同意；赞同

proof /pruːf/ *n.* 证据；证明；检验

multiple /ˈmʌltɪpl/

adj. 数量多的；多种多样的

pump /pʌmp/ *n.* 泵；抽水机；打气筒

water pump 水泵

household /ˈhaʊshəʊld/

n. 一家人；家庭；同住一所（套）房子的人

suspect /səˈspekt/ *vt.* & *vi.* 怀疑；疑有；不信任

/ˈsʌspekt/ *n.* 犯罪嫌疑人；可疑对象

blame /bleɪm/

vt. 把……归咎于；责怪；指责

n. 责备；指责

handle /ˈhændl/

n. 把手；拉手；柄

vt. 处理；搬动；操纵（车辆、动物、工具等）

intervention /ˌɪntəˈvenʃn/

n. 介入；出面；干涉

link /lɪŋk/ *n.* 联系；纽带

vt. 把……连接起来；相关联

raw /rɔː/ *adj.* 未煮的；生的；未经处理的；原始的

pure /pjʊə(r)/ *adj.* 干净的；纯的；纯粹的

substantial /səbˈstænʃl/

adj. 大量的；价值巨大的；重大的

decrease

/ˈdiːkriːs/ *n.* 减少；降低；减少量

/dɪˈkriːs/ *vt.* & *vi.*（使大小、数量等）减少；减小；降低

thanks to 幸亏；由于

statistic /stəˈtɪstɪk/

n.［pl. -s］统计数字；统计资料；统计学

transform /trænsˈfɔːm/

vt. 使改观；使改变形态

vi. 改变；转变

epidemiology /ˌepɪˌdiːmiˈɒlədʒi/ *n.* 流行病学

microscope /ˈmaɪkrəskəʊp/ *n.* 显微镜

thinking /ˈθɪŋkɪŋ/ *n.* 思想；思维；见解

protein /ˈprəʊtiːn/ *n.* 蛋白质

cell /sel/ *n.* 细胞；小房间；单间牢房

virus /ˈvaɪrəs/ *n.* 病毒

finding /ˈfaɪndɪŋ/

n. 发现；调查结果；（法律）判决

initial /ɪˈnɪʃl/ *adj.* 最初的；开始的；第一的

vaccine /ˈvæksiːn/ *n.* 疫苗

framework /ˈfreɪmwɜːk/ *n.* 框架；结构

theoretical framework 理论框架

solid /ˈsɒlɪd/ *adj.* 可靠的；固体的；坚实的

n. 固体

cast /kɑːst/ *vt.*（cast, cast）投射；

向……投以（视线、笑容等）；投掷

shadow /ˈʃædəʊ/ *n.* 阴影；影子；背光处

rainbow /ˈreɪnbəʊ/ *n.* 彩虹

pour /pɔː(r)/ *vt.* 倒出；倾泻；斟（饮料）

concrete /ˈkɒŋkriːt/

n. 混凝土

adj. 混凝土制的；确实的；具体的

plasma /ˈplæzmə/ *n.* 血浆
aerospace /ˈeərəʊspeɪs/ *n.* 航空航天工业
patriotic /ˌpeɪtriˈɒtɪk/ *adj.* 爱国的
mechanical /məˈkænɪkl/
adj. 机械的；发动机的；机器的
mechanic /məˈkænɪk/ *n.* 机械师；机械修理工
break out
（战争、打斗等不愉快的事情）突然开始；爆发
aviation /ˌeɪviˈeɪʃn/
n. 航空制造业；航空；飞行
defend /dɪˈfend/ *vt.* 保卫；防守；辩解
jet /dʒet/ *n.* 喷气式飞机
assistant /əˈsɪstənt/ *n.* 助理；助手
in charge of 主管；掌管
missile /ˈmɪsaɪl/ *n.* 导弹
leadership /ˈliːdəʃɪp/
n. 领导；领导地位；领导才能
trace /treɪs/ *vt.* 追溯；追踪；查出
n. 痕迹；遗迹；踪迹
outstanding /aʊtˈstændɪŋ/
adj. 优秀的；杰出的；明显的
gifted /ˈɡɪftɪd/
adj. 有天赋的；有天才的；天资聪慧的
come down with 患（病）；染上（小病）
abstract /ˈæbstrækt/ *adj.* 抽象的；理论上的
n.（文献等的）摘要
steady /ˈstedi/ *adj.* 稳定的；平稳的；稳步的
concept /ˈkɒnsept/ *n.* 概念；观念
astronomer /əˈstrɒnəmə(r)/ *n.* 天文学家
astronomy /əˈstrɒnəmi/ *n.* 天文学
besides /bɪˈsaɪdz/ *prep.* 除……之外（还）
adv. 而且；此外
brilliant /ˈbrɪliənt/
adj. 聪颖的；绝妙的；明亮的
furthermore /ˌfɜːðəˈmɔː(r)/ *adv.* 此外；再者
above all 最重要的是；尤其是
fault /fɔːlt/ *n.* 弱点；过错
shift /ʃɪft/ *n.* 改变；转换；轮班
vi. & *vt.* 转移；挪动；转向
vivid /ˈvɪvɪd/ *adj.* 生动的；鲜明的；丰富的

Queen Victoria /vɪkˈtɔːriə/
维多利亚女王（英国女王）
Cambridge /ˈkeɪmbrɪdʒ/ 剑桥（英国城市）
non-Newtonian fluid /ˌnʌn njuːˈtəʊniən ˈfluːɪd/
非牛顿流体
the Jet Propulsion /prəˈpʌlʃn/ Laboratory
喷气推进实验室（美国）
Stephen Hawking /ˈstiːvən ˈhɔːkɪŋ/
史蒂芬·霍金（英国物理学家）
the big bang theory 大爆炸宇宙论
Fred Hoyle /ˈfred ˈhɔɪl/
弗雷德·霍伊尔（英国天文学家）

Unit 2

complex /ˈkɒmpleks; *NAmE* kəmˈpleks/
adj. 复杂的；难懂的；（语法）复合的
recall /rɪˈkɔːl/ *vt.* & *vi.* 记起；回想起
qualification /ˌkwɒlɪfɪˈkeɪʃn/
n.（通过考试或学习课程取得的）资格；学历
qualify /ˈkwɒlɪfaɪ/
vt. & *vi.*（使）具备资格；（使）合格
ambition /æmˈbɪʃn/
n. 追求的目标；夙愿；野心；抱负
ambitious /æmˈbɪʃəs/
adj. 有野心的；有雄心的
adaptation /ˌædæpˈteɪʃn/ *n.* 适应；改编本
comfort /ˈkʌmfət/
n. 安慰；令人感到安慰的人或事物；舒服；安逸
vt. 安慰；抚慰
tutor /ˈtjuːtə(r)/
n.（英国大学中的）助教；导师；家庭教师
cite /saɪt/ *vt.* 引用；引述
participation /pɑːˌtɪsɪˈpeɪʃn/ *n.* 参加；参与
participate /pɑːˈtɪsɪpeɪt/ *vi.* 参加；参与
participate in 参加；参与
presentation /ˌpreznˈteɪʃn/
n. 报告；陈述；出示；拿出
speak up 大声点说；明确表态
feel at home 舒服自在；不拘束
engage /ɪnˈɡeɪdʒ/ *vi.* 参加；参与（活动）
vt. 吸引（注意力、兴趣）
engage in（使）从事；参与
involve /ɪnˈvɒlv/
vt. 包含；需要；涉及；影响；（使）参加
get involved in 参与；卷入；与……有关联
messenger /ˈmesɪndʒə(r)/ *n.* 送信人；信使
edition /ɪˈdɪʃn/ *n.*（报纸、杂志）一份；（广播、电视节目）
一期、一辑；版次
culture shock 文化冲击

zone /zəʊn/
n.（有别于周围的）地区；地带；区域
comfort zone 舒适区；舒适范围
overwhelming /ˌəʊvəˈwelmɪŋ/
adj. 无法抗拒的；巨大的；压倒性的
homesickness /ˈhəʊmsɪknəs/
n. 思乡病；乡愁
motivated /ˈməʊtɪveɪtɪd/ *adj.* 积极的；主动的
motivation /ˌməʊtɪˈveɪʃn/ *n.* 动力；积极性；动机
motivate /ˈməʊtɪveɪt/
vt. 成为……的动机；激发；激励
advisor /ədˈvaɪzə(r)/ *n.*（*also* -ser）顾问
reasonable /ˈriːznəbl/ *adj.* 有道理的；合情理的
expectation /ˌekspekˈteɪʃn/
n. 期望；预期；期待
applicant /ˈæplɪkənt/ *n.* 申请人
firm /fɜːm/ *n.* 公司；商行；事务所
adj. 结实的；牢固的；坚定的
exposure /ɪkˈspəʊʒə(r)/
n. 接触；体验；暴露；揭露
expose /ɪkˈspəʊz/
vt. 使接触；使体验；显露；使暴露于（险境）
insight /ˈɪnsaɪt/ *n.* 洞察力；眼光
departure /dɪˈpɑːtʃə(r)/
n. 离开；启程；出发
setting /ˈsetɪŋ/
n. 环境；背景；（小说等的）情节背景
grasp /grɑːsp/ *vt.* 理解；领会；抓紧
dramatic /drəˈmætɪk/
adj. 巨大的；突然的；急剧的；戏剧（般）的
expense /ɪkˈspens/ *n.* 费用；花费；开销
cost an arm and a leg（使）花一大笔钱
tremendous /trəˈmendəs/ *adj.* 巨大的；极大的
behave /bɪˈheɪv/ *vt.* 表现
vi. & *vt.* 表现得体；有礼貌
surroundings /səˈraʊndɪŋz/
n.［pl.］环境；周围的事物
surrounding /səˈraʊndɪŋ/
adj. 周围的；附近的
mature /məˈtʃʊə(r); -ˈtjʊə(r)/ *adj.* 成熟的
depressed /dɪˈprest/ *adj.* 沮丧的；意志消沉的
depress /dɪˈpres/ *vt.* 使沮丧；使忧愁
boom /buːm/ *vi.* & *n.* 迅速发展；繁荣
strengthen /ˈstreŋθn/
vi. & *vt.* 加强；增强；巩固

deny /dɪˈnaɪ/ *vt.* 否认；否定；拒绝
optimistic /ˌɒptɪˈmɪstɪk/ *adj.* 乐观的
gain /geɪn/ *vt.* 获得；赢得；取得；增加
n. 好处；增加
perspective /pəˈspektɪv/
n.（思考问题的）角度；观点
competence /ˈkɒmpɪtəns/ *n.* 能力；胜任；本领
competent /ˈkɒmpɪtənt/ *adj.* 有能力的；称职的
envoy /ˈenvɔɪ/ *n.* 使者；使节；代表
cooperate /kəʊˈɒpəreɪt/
vi. 合作；协作；配合
angle /ˈæŋgl/ *n.* 角；角度；立场
outlook /ˈaʊtlʊk/ *n.* 前景；可能性；观点
belt /belt/ *n.* 腰带；地带
initiative /ɪˈnɪʃətɪv/ *n.* 倡议；新方案
sincerely /sɪnˈsɪəli/ *adv.* 真诚地；诚实地
budget /ˈbʌdʒɪt/ *n.* 预算
side with 支持；站在……的一边
logical /ˈlɒdʒɪkl/
adj. 合乎逻辑的；合情合理的
as far as I know 据我所知
as far as I am concerned 就我而言；依我看来
in summary 总的来说；总之
generally speaking 一般来说
outcome /ˈaʊtkʌm/ *n.* 结果；效果

Rome /rəʊm/
罗马（意大利首都）；（史）罗马城；罗马帝国
Aisha /aɪˈiːʃə/ 艾莎
the Belt and Road Initiative “一带一路”倡议

Unit 3

cuisine /kwɪˈziːn/ *n.* 菜肴；风味；烹饪
prior /ˈpraɪə(r)/ *adj.* 先前的；优先的
prior to 在……之前的
consist /kənˈsɪst/ *vi.*
consist of 由……组成（或构成）
pepper /ˈpepə(r)/ *n.* 甜椒；灯笼椒；胡椒粉
recipe /ˈresəpi/ *n.* 烹饪法；食谱
bold /bəʊld/ *adj.* 大胆自信的；敢于冒险的
chef /ʃef/ *n.* 厨师；主厨
peppercorn /ˈpepəkɔːn/ *n.* 胡椒粒
vinegar /ˈvɪnɪgə(r)/ *n.* 醋
stuff /stʌf/ *vt.* 填满；把……塞进
n. 东西；物品

slice /slaɪs/ *n.* (切下的食物)薄片
vt. 把……切成薄片
slice ... off 切下
onion /ˈʌnjən/ *n.* 洋葱；葱头
lamb /læm/ *n.* 羊羔肉；羔羊
lamb kebab /kɪˈbæb/ 烤羊肉串
elegant /ˈelɪgənt/
adj. 精美的；讲究的；文雅的
dim sum /ˌdɪm ˈsʌm/ *n.* 点心(中国食品)
exceptional /ɪkˈsepʃənl/
adj. 特别的；罕见的
minimum /ˈmɪnɪməm/
n. 最小值；最少量
adj. 最低(限度)的；最小的
consume /kənˈsjuːm/ *vt.* 吃；喝；饮；消耗
temper /ˈtempə(r)/ *n.* 脾气；火气
vegetarian /ˌvedʒəˈteəriən/ *n.* 素食者
junk /dʒʌŋk/ *n.* 无用的东西
junk food (=junk) 垃圾食品
garlic /ˈgɑːlɪk/ *n.* 蒜
bacon /ˈbeɪkən/ *n.* 熏猪肉；咸肉
ham /hæm/ *n.* 火腿
sausage /ˈsɒsɪdʒ/ *n.* 香肠；腊肠
cabbage /ˈkæbɪdʒ/ *n.* 甘蓝；卷心菜；洋白菜
bean curd /ˈbiːn kɜːd/
n. (=tofu /ˈtəʊfuː/) 豆腐
brand /brænd/ *n.* 品牌
olive /ˈɒlɪv/ *n.* 油橄榄；橄榄树
fig /fɪg/ *n.* 无花果
ingredient /ɪnˈgriːdiənt/
n. (尤指烹饪)材料；成分
dessert /dɪˈzɜːt/ *n.* (饭后)甜点
dough /dəʊ/ *n.* 生面团
stable /ˈsteɪbl/ *adj.* 稳定的；稳重的
haggis /ˈhægɪs/ *n.* (苏格兰)羊杂碎肚
canteen /kænˈtiːn/ *n.* 食堂；餐厅
cafeteria /ˌkæfəˈtɪəriə/
n. 自助餐厅；自助食堂
bun /bʌn/ *n.* 圆面包；小圆甜饼
chilli /ˈtʃɪli/ *n.* (*NAmE*=chili)[pl. -es]辣椒
pork /pɔːk/ *n.* 猪肉
red braised /breɪzd/ **pork** 红烧肉
pearl /pɜːl/ *n.* 珍珠
somewhat /ˈsʌmwɒt/ *adv.* 有点；稍微
madam /ˈmædəm/ *n.* 夫人；女士
calorie /ˈkæləri/ *n.* 卡路里(热量单位)

association /əˌsəʊʃiˈeɪʃn/ *n.* 协会；关联
regardless /rɪˈgɑːdləs/ *adv.* 不顾；不加理会
regardless of 不管；不顾
category /ˈkætəgəri/ *n.* 类别；种类
vitamin /ˈvɪtəmɪn; *NAmE* ˈvaɪt-/ *n.* 维生素
fibre (*especially US* fiber) /ˈfaɪbə(r)/
n. 纤维；纤维制品
quantity /ˈkwɒntəti/ *n.* 数量；数额
dairy /ˈdeəri/ *adj.* 奶制的；乳品(业)的
n. 乳制品；乳品店；牛奶厂
moderation /ˌmɒdəˈreɪʃn/ *n.* 适度；合理
ideal /aɪˈdiːəl/
adj. 完美的；理想的；想象的
n. 理想；完美的人(或事物)
fundamental /ˌfʌndəˈmentl/
adj. 根本的；基础的；基本的
n. 基本规律；根本法则
chew /tʃuː/ *vi.* & *vt.* 咀嚼；嚼碎
n. 咀嚼
consistent /kənˈsɪstənt/ *adj.* 一致的；连续的
modest /ˈmɒdɪst/ *adj.* 些许的；谦虚的；朴素的
trick /trɪk/ *n.* 诀窍；计谋；把戏
overall /ˌəʊvərˈɔːl/ *adv.* 总体上；大致上
adj. 全面的；综合的

Jean /ʒɑ̃ːn/ Anthelme /ˈænθəlm/
Brillat-Savarin /ˈbrɪlæ ˈsævərən/
让·安泰尔姆·布里亚-萨瓦兰(法国美食家)
Kazak /kəˈzæk/ *adj.* 哈萨克族的
n. 哈萨克族人
St Andrews /sənt ˈændruːz/ 圣安德鲁斯(英国城市)

Unit 4

airline /ˈeəlaɪn/ *n.* 航空公司
bay /beɪ/ *n.* (海或湖的)湾
craft /krɑːft/ *n.* 手艺；工艺；技艺
antique /ænˈtiːk/ *n.* 古物；古董
adj. 古老的；古董的
pleasant /ˈpleznt/ *adj.* 令人愉快的；友好的
arise /əˈraɪz/
vi. (arose, arisen)起身；出现；由……引起
massive /ˈmæsɪv/ *adj.* 巨大的；非常严重的
literally /ˈlɪtərəli/ *adv.* 字面上；真正地
breath /breθ/ *n.* 呼吸的空气
take sb's breath away 令人惊叹

bound /baʊnd/
adj. 准备前往（某地）；一定会
scenery /ˈsiːnəri/ *n.* 风景；景色
awesome /ˈɔːsəm/
adj. 令人惊叹的；可怕的；很好的
spectacular /spekˈtækjələ(r)/
adj. 壮观的；壮丽的；惊人的
n. 壮丽的场面；精彩的表演
peak /piːk / *n.* 顶峰；山峰；尖形
highlight /ˈhaɪlaɪt/ *n.* 最好或最精彩的部分
vt. 突出；强调；使醒目
goat /ɡəʊt/ *n.* 山羊
grizzly bear /ˌɡrɪzli ˈbeə(r)/ *n.* 灰熊
drill /drɪl/ *vi.* & *vt.* 钻（孔）；打（眼）
n. 钻（头）；训练；演习
freezing /ˈfriːzɪŋ/ *adj.* 极冷的；冰冻的
freezing cold 极冷的；冻僵的
freeze /friːz/
vi. & *vt.*（froze, frozen）结冰；（使）冻住
mall /mɔːl/ *n.*（*also* shopping mall）
购物商场；购物广场
prairie /ˈpreəri/ *n.* 北美草原
anticipate /ænˈtɪsɪpeɪt/ *vt.* 预料；预见；期望
bunch /bʌntʃ/ *n.* 束；串；捆
a bunch of 一束；一串；一群；大量
thunder /ˈθʌndə(r)/
vi. 打雷；轰隆隆地响；轰隆隆地快速移动
n. 雷声；轰隆声
frost /frɒst/ *n.* 霜；严寒天气；霜冻
vt. 使蒙上霜 *vi.* 结霜
curtain /ˈkɜːtn/ *n.* 窗帘
border /ˈbɔːdə(r)/ *n.* 国界；边界（地区）
duration /djuˈreɪʃn/ *n.* 持续时间；期间
harbour（*especially US* harbor）/ˈhɑːbə(r)/
n.（海）港；港口
enrol（*especially US* enroll）/ɪnˈrəʊl/
vi. & *vt.*（使）加入；注册；登记
quarry /ˈkwɒri/ *n.* 采石场
idiom /ˈɪdiəm/ *n.* 习语；成语
contrary /ˈkɒntrəri; *NAmE* ˈkɑːntreri/
adj. 相反的；相对立的
n. 相反的事实（或事情）
contrary to 相反的；相对立的
anyhow /ˈenihaʊ/
adv.（结束交谈或转换话题时）不过；反正

alongside /əˌlɒŋˈsaɪd/
prep. 在……旁边；与……一起
adv. 在旁边
proceed /prəˈsiːd/ *vi.* 行进；继续做
proceed to sth 进而做（参加）
shore /ʃɔː(r)/ *n.* 岸；滨
astonish /əˈstɒnɪʃ/ *vt.* 使十分惊讶；使吃惊
misty /ˈmɪsti/ *adj.* 多雾的；模糊的
mist /mɪst/ *n.* 薄雾；水汽
steel /stiːl/ *n.* 钢；钢铁工业
dusk /dʌsk/ *n.* 黄昏；傍晚
advertisement /ədˈvɜːtɪsmənt; *NAmE* ˌædvərˈtaɪz-/
n.（*informal* ad）广告；启事
accent /ˈæksent/ *n.* 口音
photographer /fəˈtɒɡrəfə(r)/ *n.* 摄影师；拍照者
owe /əʊ/ *vt.* 欠（账、债、情等）
owe sth to sb 欠（某人情）；把……归功于某人
toast /təʊst/ *n.* 烤面包片；吐司；干杯
vt. 为……干杯
vt. & *vi.* 烤（尤指面包）
cobblestone /ˈkɒblstəʊn/ *adj.* 铺有鹅卵石的
coherent /kəʊˈhɪərənt/
adj. 有条理的；清楚易懂的

Halifax /ˈhælɪfæks/ 哈利法克斯（加拿大城市）
Vancouver /vænˈkuːvə(r)/ 温哥华（加拿大城市）
Lake Louise /luˈiːz/ 路易斯湖
Jasper /ˈdʒæspə(r)/ 贾斯珀（加拿大城市）
Toronto /təˈrɒntəʊ/ 多伦多（加拿大城市）
Edmonton /ˈedməntən/ 埃德蒙顿（加拿大城市）
Winnipeg /ˈwɪnɪpeɡ/ 温尼伯（加拿大城市）
Ontario /ɒnˈteəriəʊ/ 安大略省（加拿大）
Butchart /ˈbʊtʃɑːt/ Gardens 布查特花园
Lake Huron /ˈhjʊərən/ 休伦湖
Quebec /kwɪˈbek/ City 魁北克市（加拿大城市）
Montreal /ˌmɒntriˈɔːl/ 蒙特利尔（加拿大城市）
Niagara /naɪˈæɡərə/ Falls 尼亚加拉瀑布
St Lawrence /ˈlɒrəns/ River 圣劳伦斯河
Jean-Philippe /ˈʒɑ̃ːn ˈfɪlɪp/ 让-菲利普
Nova Scotia /ˌnəʊvə ˈskəʊʃə/ 新斯科舍省（加拿大）

Unit 5

technique /tekˈniːk/ *n.* 技能；技术；技艺
leaflet /ˈliːflət/
n. 散页印刷品；传单；小册子

organ /ˈɔːɡən/ *n.*（人或动植物的）器官
toxin /ˈtɒksɪn/
n. 毒素（尤指细菌产生的致病物质）
ray /reɪ/ *n.* 光线；光束；（热、电等）射线
sense of touch 触觉
radiation /ˌreɪdiˈeɪʃn/ *n.* 辐射；放射线
acid /ˈæsɪd/ *n.* 酸 *adj.* 酸的；酸性的
millimetre /ˈmɪliˌmiːtə(r)/
n. 毫米；千分之一米
minor /ˈmaɪnə(r)/
adj. 较小的；次要的；轻微的
layer /ˈleɪə(r); ˈleə(r)/ *n.* 层；表层；层次
electric /ɪˈlektrɪk/
adj. 电的；用电的；电动的
electric shock 触电；电击
victim /ˈvɪktɪm/ *n.* 受害者；患者
swollen /ˈswəʊlən/
adj.（身体部位）肿起的；肿胀的
swell /swel/ *vi.*（swelled, swollen）膨胀；肿胀
blister /ˈblɪstə(r)/ *n.*（皮肤上因摩擦、烫伤等引起的）水疱；（金属等表面的）气泡、水泡
underneath /ˌʌndəˈniːθ/
prep. & *adv.* 在……底下；隐藏在下面
nerve /nɜːv/ *n.* 神经
fabric /ˈfæbrɪk/
n. 织物；布料；（社会、机构等的）结构
loose /luːs/ *adj.* 松的；未系紧的；宽松的
urgent /ˈɜːdʒənt/ *adj.* 紧急的；急迫的；急切的
ease /iːz/ *vi.* & *vt.*（使）宽慰；减轻；缓解
n. 容易；舒适；自在
paramedic /ˌpærəˈmedɪk/
n. 急救医生；护理人员
swallow /ˈswɒləʊ/ *vt.* & *vi.* 吞下；咽下
wrap /ræp/ *vt.* 包、裹；（用手臂等）围住
bathtub /ˈbɑːθtʌb/ *n.* 浴缸；浴盆
bath /bɑːθ/
n. 洗澡；（*BrE*=bathtub）浴缸；浴盆
vt.（*NAmE*=bathe）给……洗澡
slip /slɪp/ *vi.* 滑倒；滑落；溜走
n. 滑倒；小错误；纸条
mosquito /məˈskiːtəʊ/ *n.*（*pl.* -oes, -os）蚊子
elderly /ˈeldəli/ *adj.* 年纪较大的；上了年纪的（婉辞）
carpet /ˈkɑːpɪt/ *n.* 地毯
operator /ˈɒpəreɪtə(r)/
n. 电话接线员；操作员
ambulance /ˈæmbjələns/ *n.* 救护车

delay /dɪˈleɪ/ *vi.* & *vt.* 推迟；延期（做某事）
vt. 耽误；耽搁
n. 延误；耽搁（的时间）；推迟
needle /ˈniːdl/ *n.* 针；缝衣针；注射针；指针
IV needle 静脉注射针
vital sign 生命体征
ward /wɔːd/ *n.* 病房
drown /draʊn/
vi. & *vt.*（使）淹死；溺死；浸泡；淹没
sprain /spreɪn/ *vt.* 扭伤（关节） *n.* 扭伤
ankle /ˈæŋkl/ *n.* 踝；踝关节
bleeding /ˈbliːdɪŋ/ *n.* 流血；失血
bleed /bliːd/ *vi.*（bled, bled）流血；失血
panic /ˈpænɪk/ *vi.* & *vt.*（使）惊慌
n. 惊恐；恐慌
interrupt /ˌɪntəˈrʌpt/ *vi.* & *vt.* 打断；打扰
vt. 使暂停；使中断
scream /skriːm/
vi. & *vt.*（因愤怒或恐惧）高声喊；大声叫
n. 尖叫；尖锐刺耳的声音
fellow /ˈfeləʊ/
adj. 同类的；同事的；同伴的；同情况的
n. 男人；家伙；同事；同辈；同类
diner /ˈdaɪnə(r)/ *n.*（尤指餐馆的）就餐者
choke /tʃəʊk/ *vi.* & *vt.*（使）窒息；（使）哽咽
steak /steɪk/ *n.* 牛排；肉排
throat /θrəʊt/ *n.* 咽喉；喉咙
desperate /ˈdespərət/
adj. 绝望的；孤注一掷的；非常需要的
slap /slæp/ *vt.*（用手掌）打、拍
n.（用手掌）打、拍；拍击声
help sb to one's feet 帮助某人站起身来
practical /ˈpræktɪkl/
adj. 切实可行的；实际的；实践的
obstruction /əbˈstrʌkʃn/
n. 阻碍；堵塞；阻塞物
fist /fɪst/ *n.* 拳；拳头
grab /ɡræb/ *vt.* 抓住；攫取
n. 抓取；抢夺
tightly /ˈtaɪtli/ *adv.* 紧紧地；牢固地；紧密地
tight /taɪt/
adj. 牢固的；紧身的；绷紧的；严密的
adv. 紧紧地；牢固地
motion /ˈməʊʃn/ *n.* 运动；移动
face up/down 面朝上（朝下）

justify /ˈdʒʌstɪfaɪ/
vt. 证明……有道理；为……辩护；是……的正当理由

welfare /ˈwelfeə(r)/
n. 幸福；福祉；安康；福利

collapse /kəˈlæps/
vi.（突然）倒塌；（因病等）昏倒

manual /ˈmænjuəl/
n. 使用手册；说明书
adj. 用手的；手工的；体力的；手控的

sleep in 迟起；睡过头；睡懒觉

out of shape 健康状况不好

foggy /ˈfɒgi/ *adj.* 有雾的

suburb /ˈsʌbɜːb/ *n.* 郊区；城外

membership /ˈmembəʃɪp/
n. 会员身份；全体会员；会员人数

Taylor /ˈteɪlə(r)/ 泰勒

CPR *abbr.*（cardiopulmonary resuscitation）
心肺复苏（包括人工呼吸和体外心脏按压）

mouth-to-mouth rescue breathing
口对口人工呼吸

Heimlich manoeuvre /ˈhaɪmlɪk məˌnuːvə(r)/
海姆利希急救法

Vocabulary

词汇表

注：黑体部分为课标词和短语；白体部分为非课标词；带△符号的词汇为专有名词。

A

above all 最重要的是；尤其是 (1)
abstract /ˈæbstrækt/ *adj.* 抽象的；理论上的
n.（文献等的）摘要 (1)
accent /ˈæksent/ *n.* 口音 (4)
acid /ˈæsɪd/ *n.* 酸 *adj.* 酸的；酸性的 (5)
adaptation /ˌædæpˈteɪʃn/ *n.* 适应；改编本 (2)
advertisement /ədˈvɜːtɪsmənt; *NAmE* ˌædvərˈtaɪz-/
n.（*informal* ad）广告；启事 (4)
advisor /ədˈvaɪzə(r)/ *n.*（*also* -ser）顾问 (2)
aerospace /ˈeərəʊspeɪs/ *n.* 航空航天工业 (1)
airline /ˈeəlaɪn/ *n.* 航空公司 (4)
△Aisha /aɪˈiːʃə/ 艾莎 (2)
alongside /əˌlɒŋˈsaɪd/
prep. 在……旁边；与……一起
adv. 在旁边 (4)
ambition /æmˈbɪʃn/
n. 追求的目标；夙愿；野心；抱负 (2)
ambitious /æmˈbɪʃəs/
adj. 有野心的；有雄心的 (2)
ambulance /ˈæmbjələns/ *n.* 救护车 (5)
angle /ˈæŋgl/ *n.* 角；角度；立场 (2)
ankle /ˈæŋkl/ *n.* 踝；踝关节 (5)
anticipate /ænˈtɪsɪpeɪt/ *vt.* 预料；预见；期望 (4)
antique /ænˈtiːk/ *n.* 古物；古董
adj. 古老的；古董的 (4)
anyhow /ˈenihaʊ/
adv.（结束交谈或转换话题时）不过；反正 (4)
applicant /ˈæplɪkənt/ *n.* 申请人 (2)
arise /əˈraɪz/
vi.（arose, arisen）起身；出现；由……引起 (4)
as far as I am concerned 就我而言；依我看来 (2)
as far as I know 据我所知 (2)
assistant /əˈsɪstənt/ *n.* 助理；助手 (1)
association /əˌsəʊʃiˈeɪʃn/ *n.* 协会；关联 (3)
astonish /əˈstɒnɪʃ/ *vt.* 使十分惊讶；使吃惊 (4)
astronomer /əˈstrɒnəmə(r)/ *n.* 天文学家 (1)
astronomy /əˈstrɒnəmi/ *n.* 天文学 (1)
aviation /ˌeɪviˈeɪʃn/
n. 航空制造业；航空；飞行 (1)
awesome /ˈɔːsəm/
adj. 令人惊叹的；可怕的；很好的 (4)

B

bacon /ˈbeɪkən/ *n.* 熏猪肉；咸肉 (3)
bath /bɑːθ/
n. 洗澡；（*BrE*=bathtub）浴缸；浴盆
vt.（*NAmE*=bathe）给……洗澡 (5)
bathtub /ˈbɑːθtʌb/ *n.* 浴缸；浴盆 (5)
bay /beɪ/ *n.*（海或湖的）湾 (4)
bean curd /ˈbiːn kɜːd/
n. (=tofu /ˈtəʊfuː/) 豆腐 (3)
behave /bɪˈheɪv/ *vt.* 表现
vi. & *vt.* 表现得体；有礼貌 (2)
belt /belt/ *n.* 腰带；地带 (2)
besides /bɪˈsaɪdz/ *prep.* 除……之外（还）
adv. 而且；此外 (1)
blame /bleɪm/ *vt.* 把……归咎于；责怪；指责
n. 责备；指责 (1)
bleed /bliːd/ *vi.*（bled, bled）流血；失血 (5)
bleeding /ˈbliːdɪŋ/ *n.* 流血；失血 (5)
blister /ˈblɪstə(r)/ *n.*（皮肤上因摩擦、烫伤等引起的）水疱；（金属等表面的）气泡、水泡 (5)
bold /bəʊld/ *adj.* 大胆自信的；敢于冒险的 (3)
boom /buːm/ *vi.* & *n.* 迅速发展；繁荣 (2)
border /ˈbɔːdə(r)/ *n.* 国界；边界（地区） (4)
bound /baʊnd/
adj. 准备前往（某地）；一定会 (4)
brand /brænd/ *n.* 品牌 (3)

break out
（战争、打斗等不愉快的事情）突然开始；爆发 (1)
breath /breθ/ *n.* 呼吸的空气 (4)
take sb's breath away 令人惊叹 (4)
brilliant /'brɪliənt/
adj. 聪颖的；绝妙的；明亮的 (1)
budget /'bʌdʒɪt/ *n.* 预算 (2)
bun /bʌn/ *n.* 圆面包；小圆甜饼 (3)
bunch /bʌntʃ/ *n.* 束；串；捆 (4)
a bunch of 一束；一串；一群；大量 (4)
△ Butchart /'bʊtʃɑːt/ Gardens 布查特花园 (4)

C

cabbage /'kæbɪdʒ/ *n.* 甘蓝；卷心菜；洋白菜 (3)
cafeteria /ˌkæfə'tɪəriə/ *n.* 自助餐厅；自助食堂 (3)
calorie /'kæləri/ *n.* 卡路里（热量单位） (3)
△ Cambridge /'keɪmbrɪdʒ/ 剑桥（英国城市） (1)
canteen /kæn'tiːn/ *n.* 食堂；餐厅 (3)
carpet /'kɑːpɪt/ *n.* 地毯 (5)
cast /kɑːst/ *vt.*（cast, cast）投射；
向……投以（视线、笑容等）；投掷 (1)
category /'kætəgəri/ *n.* 类别；种类 (3)
cell /sel/ *n.* 细胞；小房间；单间牢房 (1)
chef /ʃef/ *n.* 厨师；主厨 (3)
chew /tʃuː/ *vi.* & *vt.* 咀嚼；嚼碎
n. 咀嚼 (3)
chilli /'tʃɪli/ *n.*（*NAmE*=chili）[pl. -es] 辣椒 (3)
choke /tʃəʊk/ *vi.* & *vt.*（使）窒息；（使）哽咽 (5)
cholera /'kɒlərə/ *n.* 霍乱 (1)
cite /saɪt/ *vt.* 引用；引述 (2)
cobblestone /'kɒblstəʊn/ *adj.* 铺有鹅卵石的 (4)
coherent /kəʊ'hɪərənt/
adj. 有条理的；清楚易懂的 (4)
collapse /kə'læps/
vi.（突然）倒塌；（因病等）昏倒 (5)
come down with 患（病）；染上（小病） (1)
comfort /'kʌmfət/
n. 安慰；令人感到安慰的人或事物；舒服；安逸
vt. 安慰；抚慰 (2)
competence /'kɒmpɪtəns/
n. 能力；胜任；本领 (2)
competent /'kɒmpɪtənt/ *adj.* 有能力的；称职的 (2)
complex /'kɒmpleks; *NAmE* kəm'pleks/
adj. 复杂的；难懂的；（语法）复合的 (2)
concept /'kɒnsept/ *n.* 概念；观念 (1)
concrete /'kɒŋkriːt/
n. 混凝土
adj. 混凝土制的；确实的；具体的 (1)
consist /kən'sɪst/ *vi.* (3)
consist of 由……组成（或构成） (3)
consistent /kən'sɪstənt/ *adj.* 一致的；连续的 (3)
consume /kən'sjuːm/ *vt.* 吃；喝；饮；消耗 (3)
contradictory /ˌkɒntrə'dɪktəri/
adj. 相互矛盾的；对立的；不一致的 (1)
contrary /'kɒntrəri; *NAmE* 'kɑːntreri/
adj. 相反的；相对立的
n. 相反的事实（或事情） (4)
contrary to 相反的；相对立的 (4)
cooperate /kəʊ'ɒpəreɪt/
vi. 合作；协作；配合 (2)
cost an arm and a leg（使）花一大笔钱 (2)
△ CPR *abbr.*（cardiopulmonary resuscitation）
心肺复苏（包括人工呼吸和体外心脏按压） (5)
craft /krɑːft/ *n.* 手艺；工艺；技艺 (4)
cuisine /kwɪ'ziːn/ *n.* 菜肴；风味；烹饪 (3)
culture shock 文化冲击 (2)
curtain /'kɜːtn/ *n.* 窗帘 (4)

D

dairy /'deəri/ *adj.* 奶制的；乳品（业）的
n. 乳制品；乳品店；牛奶厂 (3)
decrease
/'diːkriːs/ *n.* 减少；降低；减少量
/dɪ'kriːs/ *vt.* & *vi.*（使大小、数量等）
减少；减小；降低 (1)
defend /dɪ'fend/ *vt.* 保卫；防守；辩解 (1)
dehydration /ˌdiːhaɪ'dreɪʃn/ *n.* 脱水 (1)
delay /dɪ'leɪ/ *vi.* & *vt.* 推迟；延期（做某事）
vt. 耽误；耽搁
n. 延误；耽搁（的时间）；推迟 (5)
deny /dɪ'naɪ/ *vt.* 否认；否定；拒绝 (2)
departure /dɪ'pɑːtʃə(r)/ *n.* 离开；启程；出发 (2)
depress /dɪ'pres/ *vt.* 使沮丧；使忧愁 (2)
depressed /dɪ'prest/ *adj.* 沮丧的；意志消沉的 (2)
desperate /'despərət/
adj. 绝望的；孤注一掷的；非常需要的 (5)
dessert /dɪ'zɜːt/ *n.*（饭后）甜点 (3)
diarrhoea /ˌdaɪə'rɪə/ *n.* 腹泻 (1)
dim sum /ˌdɪm 'sʌm/ *n.* 点心（中国食品） (3)
diner /'daɪnə(r)/ *n.*（尤指餐馆的）就餐者 (5)



dough /dəʊ/ *n.* 生面团 (3)
dramatic /drəˈmætɪk/
adj. 巨大的；突然的；急剧的；戏剧（般）的 (2)
drill /drɪl/ *vi.* & *vt.* 钻（孔）；打（眼）
n. 钻（头）；训练；演习 (4)
drown /draʊn/
vi. & *vt.*（使）淹死；溺死；浸泡；淹没 (5)
duration /djuˈreɪʃn/ *n.* 持续时间；期间 (4)
dusk /dʌsk/ *n.* 黄昏；傍晚 (4)

E

ease /iːz/ *vi.* & *vt.*（使）宽慰；减轻；缓解
n. 容易；舒适；自在 (5)
edition /ɪˈdɪʃn/ *n.*（报纸、杂志）一份；（广播、电视节目）一期、一辑；版次 (2)
△ Edmonton /ˈedməntən/ 埃德蒙顿（加拿大城市）(4)
elderly /ˈeldəli/ *adj.* 年纪较大的；上了年纪的（婉辞） (5)
electric /ɪˈlektrɪk/ *adj.* 电的；用电的；电动的 (5)
electric shock 触电；电击 (5)
elegant /ˈelɪgənt/ *adj.* 精美的；讲究的；文雅的 (3)
engage /ɪnˈgeɪdʒ/ *vi.* 参加；参与（活动）
vt. 吸引（注意力、兴趣） (2)
engage in（使）从事；参与 (2)
enrol（*especially US* enroll）/ɪnˈrəʊl/
vi. & *vt.*（使）加入；注册；登记 (4)
envoy /ˈenvɔɪ/ *n.* 使者；使节；代表 (2)
epidemiology /ˌepɪˌdiːmiˈɒlədʒi/ *n.* 流行病学 (1)
exceptional /ɪkˈsepʃənl/ *adj.* 特别的；罕见的 (3)
expectation /ˌekspekˈteɪʃn/
n. 期望；预期；期待 (2)
expense /ɪkˈspens/ *n.* 费用；花费；开销 (2)
expose /ɪkˈspəʊz/
vt. 使接触；使体验；显露；使暴露于（险境） (2)
exposure /ɪkˈspəʊʒə(r)/
n. 接触；体验；暴露；揭露 (2)

F

fabric /ˈfæbrɪk/
n. 织物；布料；（社会、机构等的）结构 (5)
face up/down 面朝上（朝下） (5)
fault /fɔːlt/ *n.* 弱点；过错 (1)
feel at home 舒服自在；不拘束 (2)
fellow /ˈfeləʊ/
adj. 同类的；同事的；同伴的；同情况的
n. 男人；家伙；同事；同辈；同类 (5)
fibre（*especially US* fiber）/ˈfaɪbə(r)/
n. 纤维；纤维制品 (3)
fig /fɪg/ *n.* 无花果 (3)
finding /ˈfaɪndɪŋ/
n. 发现；调查结果；（法律）判决 (1)
firm /fɜːm/ *n.* 公司；商行；事务所
adj. 结实的；牢固的；坚定的 (2)
fist /fɪst/ *n.* 拳；拳头 (5)
foggy /ˈfɒgi/ *adj.* 有雾的 (5)
framework /ˈfreɪmwɜːk/ *n.* 框架；结构 (1)
theoretical framework 理论框架 (1)
△ Fred Hoyle /ˈfred ˈhɔɪl/
弗雷德·霍伊尔（英国天文学家） (1)
freeze /friːz/
vi. & *vt.*（froze, frozen）结冰；（使）冻住 (4)
freezing /ˈfriːzɪŋ/ *adj.* 极冷的；冰冻的 (4)
freezing cold 极冷的；冻僵的 (4)
frost /frɒst/ *n.* 霜；严寒天气；霜冻
vt. 使蒙上霜
vi. 结霜 (4)
frustrated /frʌˈstreɪtɪd/
adj. 懊恼的；沮丧的；失意的 (1)
fundamental /ˌfʌndəˈmentl/
adj. 根本的；基础的；基本的
n. 基本规律；根本法则 (3)
furthermore /ˌfɜːðəˈmɔː(r)/ *adv.* 此外；再者 (1)

G

gain /geɪn/ *vt.* 获得；赢得；取得；增加
n. 好处；增加 (2)
garlic /ˈgɑːlɪk/ *n.* 蒜 (3)
generally speaking 一般来说 (2)
germ /dʒɜːm/ *n.* 微生物；细菌；病菌 (1)
gifted /ˈgɪftɪd/
adj. 有天赋的；有天才的；天资聪慧的 (1)
goat /gəʊt/ *n.* 山羊 (4)
grab /græb/ *vt.* 抓住；攫取
n. 抓取；抢夺 (5)
grasp /grɑːsp/ *vt.* 理解；领会；抓紧 (2)
grizzly bear /ˌgrɪzli ˈbeə(r)/ *n.* 灰熊 (4)

H

haggis /'hægɪs/ *n.*（苏格兰）羊杂碎肚 (3)
△ Halifax /'hælɪfæks/ 哈利法克斯（加拿大城市）(4)
ham /hæm/ *n.* 火腿 (3)
handle /'hændl/
n. 把手；拉手；柄
vt. 处理；搬动；操纵（车辆、动物、工具等） (1)
harbour（*especially US* harbor） /'hɑːbə(r)/
n.（海）港；港口 (4)
△ Heimlich manoeuvre /'haɪmlɪk məˌnuːvə(r)/
海姆利希急救法 (5)
help sb to one's feet 帮助某人站起身来 (5)
highlight /'haɪlaɪt/ *n.* 最好或最精彩的部分
vt. 突出；强调；使醒目 (4)
homesickness /'həʊmsɪknəs/ *n.* 思乡病；乡愁 (2)
household /'haʊshəʊld/
n. 一家人；家庭；同住一所（套）房子的人 (1)

I

ideal /aɪ'diːəl/ *adj.* 完美的；理想的；想象的
n. 理想；完美的人（或事物） (3)
idiom /'ɪdiəm/ *n.* 习语；成语 (4)
in charge of 主管；掌管 (1)
in summary 总的来说；总之 (2)
infect /ɪn'fekt/ *vt.* 使感染；传染 (1)
infection /ɪn'fekʃn/ *n.* 感染；传染 (1)
ingredient /ɪn'griːdiənt/
n.（尤指烹饪）材料；成分 (3)
initial /ɪ'nɪʃl/ *adj.* 最初的；开始的；第一的 (1)
initiative /ɪ'nɪʃətɪv/ *n.* 倡议；新方案 (2)
insight /'ɪnsaɪt/ *n.* 洞察力；眼光 (2)
interrupt /ˌɪntə'rʌpt/ *vi.* & *vt.* 打断；打扰
vt. 使暂停；使中断 (5)
intervention /ˌɪntə'venʃn/ *n.* 介入；出面；干涉 (1)
involve /ɪn'vɒlv/
vt. 包含；需要；涉及；影响；（使）参加 (2)
get involved in 参与；卷入；与……有关联 (2)

J

△ Jasper /'dʒæspə(r)/ 贾斯珀（加拿大城市） (4)
△ Jean /ʒɑ̃ːn/ Anthelme /'ænθəlm/
Brillat-Savarin /'brɪlæ 'sævərən/
让·安泰尔姆·布里亚-萨瓦兰（法国美食家） (3)
△ Jean-Philippe /'ʒɑ̃ːn 'fɪlɪp/ 让-菲利普 (4)
jet /dʒet/ *n.* 喷气式飞机 (1)
junk /dʒʌŋk/ *n.* 无用的东西 (3)
junk food (=junk) 垃圾食品 (3)
justify /'dʒʌstɪfaɪ/ *vt.* 证明……有道理；
为……辩护；是……的正当理由 (5)

K

△ Kazak /kə'zæk/ *adj.* 哈萨克族的
n. 哈萨克族人 (3)

L

△ Lake Huron /'hjʊərən/ 休伦湖 (4)
△ Lake Louise /lu'iːz/ 路易斯湖 (4)
lamb /læm/ *n.* 羊羔肉；羔羊 (3)
lamb kebab /kɪ'bæb/ 烤羊肉串 (3)
layer /'leɪə(r); 'leə(r)/ *n.* 层；表层；层次 (5)
leadership /'liːdəʃɪp/
n. 领导；领导地位；领导才能 (1)
leaflet /'liːflət/
n. 散页印刷品；传单；小册子 (5)
link /lɪŋk/ *n.* 联系；纽带
vt. 把……连接起来；相关联 (1)
literally /'lɪtərəli/ *adv.* 字面上；真正地 (4)
logical /'lɒdʒɪkl/ *adj.* 合乎逻辑的；合情合理的 (2)
loose /luːs/ *adj.* 松的；未系紧的；宽松的 (5)

M

madam /'mædəm/ *n.* 夫人；女士 (3)
mall /mɔːl/ *n.*（*also* shopping mall）
购物商场；购物广场 (4)
manual /'mænjuəl/
n. 使用手册；说明书
adj. 用手的；手工的；体力的；手控的 (5)
massive /'mæsɪv/ *adj.* 巨大的；非常严重的 (4)
mature /mə'tʃʊə(r); -'tjʊə(r)/ *adj.* 成熟的 (2)
mechanic /mə'kænɪk/ *n.* 机械师；机械修理工 (1)
mechanical /mə'kænɪkl/
adj. 机械的；发动机的；机器的 (1)
membership /'membəʃɪp/
n. 会员身份；全体会员；会员人数 (5)
messenger /'mesɪndʒə(r)/ *n.* 送信人；信使 (2)

microscope /ˈmaɪkrəskəʊp/ *n.* 显微镜 (1)
millimetre /ˈmɪliˌmiːtə(r)/ *n.* 毫米；千分之一米 (5)
minimum /ˈmɪnɪməm/
n. 最小值；最少量
adj. 最低（限度）的；最小的 (3)
minor /ˈmaɪnə(r)/ *adj.* 较小的；次要的；轻微的 (5)
missile /ˈmɪsaɪl/ *n.* 导弹 (1)
mist /mɪst/ *n.* 薄雾；水汽 (4)
misty /ˈmɪsti/ *adj.* 多雾的；模糊的 (4)
moderation /ˌmɒdəˈreɪʃn/ *n.* 适度；合理 (3)
modest /ˈmɒdɪst/ *adj.* 些许的；谦虚的；朴素的 (3)
△ Montreal /ˌmɒntriˈɔːl/ 蒙特利尔（加拿大城市）(4)
mosquito /məˈskiːtəʊ/ *n.*（*pl.* -oes, -os）蚊子 (5)
motion /ˈməʊʃn/ *n.* 运动；移动 (5)
motivate /ˈməʊtɪveɪt/
vt. 成为……的动机；激发；激励 (2)
motivated /ˈməʊtɪveɪtɪd/ *adj.* 积极的；主动的 (2)
motivation /ˌməʊtɪˈveɪʃn/
n. 动力；积极性；动机 (2)
△ mouth-to-mouth rescue breathing
口对口人工呼吸 (5)
multiple /ˈmʌltɪpl/ *adj.* 数量多的；多种多样的 (1)

N

needle /ˈniːdl/ *n.* 针；缝衣针；注射针；指针 (5)
IV needle 静脉注射针 (5)
nerve /nɜːv/ *n.* 神经 (5)
△ Niagara /naɪˈæɡərə/ Falls 尼亚加拉瀑布 (4)
△ non-Newtonian fluid
/ˌnʌn njuːˈtəʊniən ˈfluːɪd/ 非牛顿流体 (1)
△ Nova Scotia /ˌnəʊvə ˈskəʊʃə/
新斯科舍省（加拿大）(4)

O

obstruction /əbˈstrʌkʃn/ *n.* 阻碍；堵塞；阻塞物 (5)
olive /ˈɒlɪv/ *n.* 油橄榄；橄榄树 (3)
once and for all 最终地；彻底地 (1)
onion /ˈʌnjən/ *n.* 洋葱；葱头 (3)
△ Ontario /ɒnˈteəriəʊ/ 安大略省（加拿大）(4)
operator /ˈɒpəreɪtə(r)/ *n.* 电话接线员；操作员 (5)
optimistic /ˌɒptɪˈmɪstɪk/ *adj.* 乐观的 (2)
organ /ˈɔːɡən/ *n.*（人或动植物的）器官 (5)
out of shape 健康状况不好 (5)
outcome /ˈaʊtkʌm/ *n.* 结果；效果 (2)
outlook /ˈaʊtlʊk/ *n.* 前景；可能性；观点 (2)
outstanding /aʊtˈstændɪŋ/
adj. 优秀的；杰出的；明显的 (1)
overall /ˌəʊvərˈɔːl/ *adv.* 总体上；大致上
adj. 全面的；综合的 (3)
overwhelming /ˌəʊvəˈwelmɪŋ/
adj. 无法抗拒的；巨大的；压倒性的 (2)
owe /əʊ/ *vt.* 欠（账、债、情等）(4)
owe sth to sb 欠（某人情）；
把……归功于某人 (4)

P

panic /ˈpænɪk/ *vi.* & *vt.*（使）惊慌
n. 惊恐；恐慌 (5)
paramedic /ˌpærəˈmedɪk/
n. 急救医生；护理人员 (5)
participate /pɑːˈtɪsɪpeɪt/ *vi.* 参加；参与 (2)
participate in 参加；参与 (2)
participation /pɑːˌtɪsɪˈpeɪʃn/ *n.* 参加；参与 (2)
patriotic /ˌpeɪtriˈɒtɪk/ *adj.* 爱国的 (1)
peak /piːk/ *n.* 顶峰；山峰；尖形 (4)
pearl /pɜːl/ *n.* 珍珠 (3)
pepper /ˈpepə(r)/ *n.* 甜椒；灯笼椒；胡椒粉 (3)
peppercorn /ˈpepəkɔːn/ *n.* 胡椒粒 (3)
perspective /pəˈspektɪv/
n.（思考问题的）角度；观点 (2)
photographer /fəˈtɒɡrəfə(r)/ *n.* 摄影师；拍照者 (4)
plasma /ˈplæzmə/ *n.* 血浆 (1)
pleasant /ˈpleznt/ *adj.* 令人愉快的；友好的 (4)
pork /pɔːk/ *n.* 猪肉 (3)
red braised /breɪzd/ **pork** 红烧肉 (3)
pour /pɔː(r)/ *vt.* 倒出；倾泻；斟（饮料）(1)
practical /ˈpræktɪkl/
adj. 切实可行的；实际的；实践的 (5)
prairie /ˈpreəri/ *n.* 北美草原 (4)
presentation /ˌpreznˈteɪʃn/
n. 报告；陈述；出示；拿出 (2)
prior /ˈpraɪə(r)/ *adj.* 先前的；优先的 (3)
prior to 在……之前的 (3)
proceed /prəˈsiːd/ *vi.* 行进；继续做 (4)
proceed to sth 进而做（参加）(4)
proof /pruːf/ *n.* 证据；证明；检验 (1)
protein /ˈprəʊtiːn/ *n.* 蛋白质 (1)

pump /pʌmp/ *n.* 泵；抽水机；打气筒 (1)

water pump 水泵 (1)

pure /pjʊə(r)/ *adj.* 干净的；纯的；纯粹的 (1)

Q

qualify /ˈkwɒlɪfaɪ/

vt. & *vi.*（使）具备资格；（使）合格 (2)

qualification /ˌkwɒlɪfɪˈkeɪʃn/

n.（通过考试或学习课程取得的）资格；学历 (2)

quantity /ˈkwɒntəti/ *n.* 数量；数额 (3)

quarry /ˈkwɒri/ *n.* 采石场 (4)

△ Quebec /kwɪˈbek/ City 魁北克市（加拿大城市）(4)

△ Queen Victoria /vɪkˈtɔːriə/

维多利亚女王（英国女王）(1)

R

radiation /ˌreɪdiˈeɪʃn/ *n.* 辐射；放射线 (5)

rainbow /ˈreɪnbəʊ/ *n.* 彩虹 (1)

raw /rɔː/ *adj.* 未煮的；生的；未经处理的；原始的 (1)

ray /reɪ/ *n.* 光线；光束；（热、电等）射线 (5)

reasonable /ˈriːznəbl/ *adj.* 有道理的；合情理的 (2)

recall /rɪˈkɔːl/ *vt.* & *vi.* 记起；回想起 (2)

recipe /ˈresəpi/ *n.* 烹饪法；食谱 (3)

regardless /rɪˈɡɑːdləs/ *adv.* 不顾；不加理会 (3)

regardless of 不管；不顾 (3)

△ Rome /rəʊm/

罗马（意大利首都）；（史）罗马城；罗马帝国 (2)

S

sausage /ˈsɒsɪdʒ/ *n.* 香肠；腊肠 (3)

scenery /ˈsiːnəri/ *n.* 风景；景色 (4)

scream /skriːm/

vi. & *vt.*（因愤怒或恐惧）高声喊；大声叫

n. 尖叫；尖锐刺耳的声音 (5)

sense of touch 触觉 (5)

setting /ˈsetɪŋ/

n. 环境；背景；（小说等的）情节背景 (2)

severe /sɪˈvɪə(r)/

adj. 极为恶劣的；十分严重的；严厉的 (1)

shadow /ˈʃædəʊ/ *n.* 阴影；影子；背光处 (1)

shift /ʃɪft/ *n.* 改变；转换；轮班

vi. & *vt.* 转移；挪动；转向 (1)

shore /ʃɔː(r)/ *n.* 岸；滨 (4)

side with 支持；站在……的一边 (2)

sincerely /sɪnˈsɪəli/ *adv.* 真诚地；诚实地 (2)

slap /slæp/ *vt.*（用手掌）打、拍

n.（用手掌）打、拍；拍击声 (5)

sleep in 迟起；睡过头；睡懒觉 (5)

slice /slaɪs/ *n.*（切下的食物）薄片

vt. 把……切成薄片 (3)

slice ... off 切下 (3)

slip /slɪp/ *vi.* 滑倒；滑落；溜走

n. 滑倒；小错误；纸条 (5)

solid /ˈsɒlɪd/ *adj.* 可靠的；固体的；坚实的

n. 固体 (1)

somewhat /ˈsʌmwɒt/ *adv.* 有点；稍微 (3)

speak up 大声点说；明确表态 (2)

spectacular /spekˈtækjələ(r)/

adj. 壮观的；壮丽的；惊人的

n. 壮丽的场面；精彩的表演 (4)

sprain /spreɪn/ *vt.* 扭伤（关节）*n.* 扭伤 (5)

△ St Andrews /sənt ˈændruːz/

圣安德鲁斯（英国城市）(3)

△ St Lawrence /ˈlɒrəns/ River 圣劳伦斯河 (4)

stable /ˈsteɪbl/ *adj.* 稳定的；稳重的 (3)

statistic /stəˈtɪstɪk/

n.［pl. -s］统计数字；统计资料；统计学 (1)

steady /ˈstedi/ *adj.* 稳定的；平稳的；稳步的 (1)

steak /steɪk/ *n.* 牛排；肉排 (5)

steel /stiːl/ *n.* 钢；钢铁工业 (4)

△ Stephen Hawking /ˈstiːvən ˈhɔːkɪŋ/

史蒂芬·霍金（英国物理学家）(1)

strengthen /ˈstreŋθn/

vi. & *vt.* 加强；增强；巩固 (2)

stuff /stʌf/ *vt.* 填满；把……塞进

n. 东西；物品 (3)

subscribe /səbˈskraɪb/

vi. 认购（股份）；定期订购；定期交纳（会费）(1)

subscribe to 同意；赞同 (1)

substantial /səbˈstænʃl/

adj. 大量的；价值巨大的；重大的 (1)

suburb /ˈsʌbɜːb/ *n.* 郊区；城外 (5)

surrounding /səˈraʊndɪŋ/

adj. 周围的；附近的 (2)

surroundings /səˈraʊndɪŋz/

n.［pl.］环境；周围的事物 (2)

suspect /səˈspekt/ *vt.* & *vi.* 怀疑；疑有；不信任

/ˈsʌspekt/ *n.* 犯罪嫌疑人；可疑对象 (1)

swallow /ˈswɒləʊ/ *vt.* & *vi.* 吞下；咽下 (5)



swell /swel/ *vi.* (swelled, swollen) 膨胀；肿胀 (5)
swollen /ˈswəʊlən/
adj. (身体部位) 肿起的；肿胀的 (5)

T

△ Taylor /ˈteɪlə(r)/ 泰勒 (5)
technique /tekˈniːk/ *n.* 技能；技术；技艺 (5)
temper /ˈtempə(r)/ *n.* 脾气；火气 (3)
thanks to 幸亏；由于 (1)
△ the Belt and Road Initiative
“一带一路”倡议 (2)
△ the big bang theory 大爆炸宇宙论 (1)
△ the Jet Propulsion /prəˈpʌlʃn/
Laboratory 喷气推进实验室 (美国) (1)
thinking /ˈθɪŋkɪŋ/ *n.* 思想；思维；见解 (1)
throat /θrəʊt/ *n.* 咽喉；喉咙 (5)
thunder /ˈθʌndə(r)/
vi. 打雷；轰隆隆地响；轰隆隆地快速移动
n. 雷声；轰隆声 (4)
tight /taɪt/
adj. 牢固的；紧身的；绷紧的；严密的
adv. 紧紧地；牢固地 (5)
tightly /ˈtaɪtli/ *adv.* 紧紧地；牢固地；紧密地 (5)
toast /təʊst/ *n.* 烤面包片；吐司；干杯
vt. 为……干杯
vt. & *vi.* 烤 (尤指面包) (4)
△ Toronto /təˈrɒntəʊ/ 多伦多 (加拿大城市) (4)
toxin /ˈtɒksɪn/
n. 毒素 (尤指细菌产生的致病物质) (5)
trace /treɪs/ *vt.* 追溯；追踪；查出
n. 痕迹；遗迹；踪迹 (1)
transform /trænsˈfɔːm/ *vt.* 使改观；使改变形态
vi. 改变；转变 (1)
tremendous /trəˈmendəs/ *adj.* 巨大的；极大的 (2)
trick /trɪk/ *n.* 诀窍；计谋；把戏 (3)
tutor /ˈtjuːtə(r)/
n. (英国大学中的) 助教；导师；家庭教师 (2)

U

underneath /ˌʌndəˈniːθ/
prep. & *adv.* 在……底下；隐藏在下面 (5)
urgent /ˈɜːdʒənt/ *adj.* 紧急的；急迫的；急切的 (5)

V

vaccine /ˈvæksiːn/ *n.* 疫苗 (1)
△ Vancouver /vænˈkuːvə(r)/ 温哥华 (加拿大城市) (4)
vegetarian /ˌvedʒəˈteəriən/ *n.* 素食者 (3)
victim /ˈvɪktɪm/ *n.* 受害者；患者 (5)
vinegar /ˈvɪnɪgə(r)/ *n.* 醋 (3)
virus /ˈvaɪrəs/ *n.* 病毒 (1)
vital sign 生命体征 (5)
vitamin /ˈvɪtəmɪn; *NAmE* ˈvaɪt-/ *n.* 维生素 (3)
vivid /ˈvɪvɪd/ *adj.* 生动的；鲜明的；丰富的 (1)

W

ward /wɔːd/ *n.* 病房 (5)
welfare /ˈwelfeə(r)/ *n.* 幸福；福祉；安康；福利 (5)
△ Winnipeg /ˈwɪnɪpeg/ 温尼伯 (加拿大城市) (4)
wrap /ræp/ *vt.* 包、裹；(用手臂等) 围住 (5)

Z

zone /zəʊn/ *n.* (有别于周围的) 地区；地带；区域 (2)
comfort zone 舒适区；舒适范围 (2)



Irregular Verbs 不规则动词

Verb	Past tense	Past participle
arise	arose	arisen
be (am, is, are)	was, were	been
bear	bore	born, borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt

Verb	Past tense	Past participle
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grow	grew	grown
hang (悬挂)	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
leap	leapt/leaped	leapt/leaped
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie (躺)	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant



Verb	Past tense	Past participle
meet	met	met
mistake	mistook	mistaken
output	output	output
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
put	put	put
quit	quit/quitted	quit/quitted
read /riːd/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
slide	slid	slid

Verb	Past tense	Past participle
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck/stricken
sweep	swept	swept
swell	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

后　记

本册教科书由人民教育出版社课程教材研究所英语课程教材研究开发中心与美国圣智学习集团合作，依据教育部《普通高中英语课程标准（2017 年版）》编写。

本册教科书的编写，集中反映了我国十余年来普通高中课程改革的成果，吸取了 2004 年版《普通高中课程标准实验教科书 英语》的编写经验，凝聚了参与课改实验的教育专家、学科专家、教材编写专家、教研人员和一线教师，以及教材设计装帧专家的集体智慧。本册教科书的执笔者还有 Edward Yoshioka、Simon McCue、Gregory McCormick、Rayne Ngoi、陈力、熊金霞、郭砚冰、庄力、赵静宜。为本册书绘制插图的是怡彩艺术设计。

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本册教科书出版之前，我们通过多种渠道与教科书选用作品（包括照片、画作）的作者进行了联系，得到了他们的大力支持。对此，我们表示衷心的感谢！

本册教科书投入使用后，我们根据各方意见作了修订，真诚希望广大师生和家长继续提出宝贵意见！

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